The Influence of Principal's Leadership and the Role of School Committees on the Success of School-Based Management

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Abstract: A management style known as "school-based management" gives schools more autonomy and promotes direct participation from all students in decision-making processes. It is intended that through SBM, schools would be able to maximize their resources, minimize or perhaps completely eradicate their limits, and effectively address every challenge and threat that they confront on a local, national, and worldwide scale. Evaluation of student growth establishes whether the school meets or surpasses its quality criteria; the principal's involvement is the decisive element in this regard. A school committee was established to use the resources already available to parents, the community, and the environment to support the direct and indirect implementation of education in schools. The purpose of this study is to ascertain how the leadership style of the principal and the function of the school committee affect the effectiveness of school-based management. In Sako District, Palembang, in a public elementary school, this study will be conducted. With a Fcount of 10.745 and a significance level of 0.000, correlational research using a sample of 76 teachers who were interviewed revealed that the school committee's role and the principal's leadership had a positive and significant impact on the success of school-based management. The leadership of the school principal and the function of the school committee account for 22.7% of the performance of school-based management, according to the results of the coefficient of determination test.

Keywords: Principal's Leadership, School-Based Management, School Committee

A. Introduction

Indonesian education has changed significantly throughout the years, in line with both societal demands and global trends. Curriculum revisions and the adoption of ideas for school-based management were two major developments in Indonesian education. It is intended that by implementing the school-based management idea, education will be implemented in schools more democratically and that school development and management will be able to adapt to the needs of each school as well as the conditions and expectations of the surrounding community. A

competency-based curriculum, as opposed to one that stresses content, highlights that the learning process is predicated on a set of competencies that must be attained during the learning process. It is envisaged that every student will be able to master competencies in their environmental context using a competency-based curriculum.

To improve school quality based on policy, school-based management is a management model that gives schools more autonomy and promotes participatory decision-making that directly involves all school members (teachers, students, principals, employees, parents, and the community). The Education of the Nation. Increased autonomy gives educational institutions more power to run their operations, making them more independent. Schools now have greater freedom to create programs that meet their needs and maximize their potential since they are independent. If parents and the community participate actively in school activities and offer strong support, SBM implementation will be active (Sa'ud, 2005).

The State Board of Depdiknas (2001)developed SBM, a management paradigm that gives schools more authority. Participatory decision-making including all school personnel — teachers, students, administrators, staff, parents, and the community — is encouraged in schools. The goal of this is to raise school quality by national education policy. It is envisaged that through implementing SBM, educational institutions will be able to maximize their resources, minimize or even completely eradicate their constraints, and effectively address every challenge and threat that they confront on a local, national, and worldwide scale. Meanwhile, as stated Nurkholis (2006), "MBS in Indonesia, which employs the MPMBS model, evolved for several reasons, including the first being that schools are better able to utilize the resources that are available to them to advance their school because they are more aware of their strengths, weaknesses, opportunities, and threats.

A method of improving education called "school-based management" involves delegating power from the federal, state, and local governments to persons who implement policies in schools. School-based management, on the other hand, is a notion that gives schools the freedom to choose their policies to raise standards, (Mulyasa, 2002). The principal's contribution is what makes a school successful in meeting or surpassing its quality standards. They are responsible for creating development plans for the school, organizing and relocating staff, controlling and monitoring, and evaluating student progress. In actuality, though, the majority of school principals still struggle with overseeing and administering their institutions. The following are some indicators: student attainment is still not up to pace; community involvement in education is low; innovative and creative work by teachers remains uncommon; and engaging, creative, and enjoyable learning models are uncommon. According to Northouse (2013), there are numerous interpretations of what constitutes leadership, citing (Stogdill, 1974). According to Terry & Leslie,

Rue (1982), leadership is the process of persuading others to pursue the objectives of the organization.

Curriculum management, learning or teaching program management, education personnel management, student management, financial management, facilities and infrastructure management, and public relations management are the seven components of school management (Rohiat, 2010). An additional component, a component of school management, is added (Mulyasa, 2004). This management, which encompasses health, school security, and library administration, is known as special service management.

As stated by Hasibuan (2011), leadership is the skill of a leader influencing followers' behavior to encourage them to work hard and accomplish organizational objectives. To bring about change inside an organization, leadership must first construct a future vision and methods for bringing about the necessary changes. Next, the vision must be communicated and explained, and last, people must be inspired and motivated to realize the goal (Yulk, 2006). According to this definition, being a leader involves making decisions, building a network of connections to carry them out, and working to make sure they are carried out.

Six categories of leadership systems were distinguished (Stogdill, 1974): features, social background, intelligence, personality, task relationship characteristics, and social characteristics. All in all, these six traits will help anyone succeed in performing their leadership responsibilities. The following qualities of a successful leader: they must be strong physically and spiritually, enthusiastic and full of feelings, honest, fair, possess technical skills, be able to make the right decisions, stand the test, enjoy protecting others, be full of initiative, charming, self-assured, intelligent, alert, passionate about their work, responsible, humble, and objective (Fattah, 2006). The aforementioned description highlights the need for a leader to possess both physical and mental toughness.

It appears that several State Elementary Schools in Palembang were initially ordinary schools, but after implementing School-Based Management, this elementary school experienced very good development and is now one of the favorite schools in Palembang. This information is based on the pre-research information obtained through interviews with D, one of the teachers at one of the State Elementary Schools in Sako District, Palembang, which the author conducted on May 2, 2018.

However, D claims that school principals are less willing to put other policies into place, like giving up control over implementing school programs to others, going to observe and check on teachers in the classroom, or holding formal parent and committee meetings more frequently than has historically been the case, like once a

month or once a semester. Moreover, rather than claiming that their instructors are unresponsive, principals who are more willing to acknowledge that their teachers face challenges in altering their behavior or performance in the classroom also put in less effort to support teachers in improving their performance. It seems that school principals are more at ease in the role of management leader than in that of instructional leader. Certain school principals hold the opinion that "teaching is the teacher's business" and place a greater emphasis on institutional leadership in their role.

A school committee was established to use the resources already available to parents, the community, and the environment to support the direct and indirect implementation of education in schools. In addition to being financially significant, use also includes non-material services like offering counsel and inspiration. The principal's function is perceived by teachers and committee members in connection to their roles within the school. Here, educators concentrate on getting what they need from the principal in terms of class assignments. Accordingly, committee members named the following roles as part of the principal's responsibilities at committee meetings: partner, initiator, motivator, advisor, facilitator, and mediator.

In actuality, though, the school committee's position is not ideal, according to the findings of the author's May 4, 2018, discussion with a parent of a student enrolled in a public elementary school in Sako District, Palembang. Constant committee meetings should serve as a vehicle for communicating school programs and providing the School Revenue and Expenditure Budget Plan. As things are, they mostly serve as a fund collector or gift collector, which gives rise to a school committee known as the school ATM or stamper. For instance, the School Committee made decisions about monthly donations and entrance fees for new students, but they could not provide a clear explanation when asked about the purpose of the money raised. The chairman of the school committee was unable to clarify how the admission money would be used. For whatever reason, if it is necessary to raise money from parents and the community, it must be documented, kept, used, and reported to all relevant parties in an accountable manner.

Due to the author's findings, certain Palembang primary school committees are made up of individuals who are close to the principal rather than all of the parents of the pupils enrolled in the school. The length of the management period makes it particularly vulnerable to misuse of power, making it occasionally unable to reflect the goals of the parents of the students.

School committees are necessary as a forum that can accommodate opinions and aspirations, and explore community potential to ensure the creation of democratization, transparency, and accountability of education at the education unit level in the context of implementing educational autonomy as one part of regional

autonomy to support the success of implementing School-Based Management. The author became interested in researching the Impact of Principal Leadership and the Function of School Committees on the Achievement of School-Based Management because of the problem's description and history. In Sako District, Palembang, in a public elementary school, this study will be conducted.

B. Methods

From June to October 2018, 11 public elementary schools in the Sako Palembang District will be the sites of this study. This study is classified as correlational research because it uses data that has already been collected and analyzed to assess the degree of link between two or more variables (Arikunto, 2010). A population is a generalization area made up of items or individuals chosen by researchers to be investigated from which conclusions are then drawn. These objects or subjects have specific attributes and characteristics (Sugiyono, 2016). The population of this study consisted of 317 elementary school instructors from 11 state elementary schools in the Sako Palembang District. Eleven public elementary schools in Palembang's Sako District, varying in number, made up the research population.

The non-probability sampling approach, also known as non-random sampling employing convenience sampling techniques, was the sampling strategy employed in this study. A list of attached statements is appended to a questionnaire that serves as the research instrument. Respondents are asked to select one response from the list that best describes their current circumstances when completing the questionnaire.

C. Results and Discussion

The Influence of Partial Principal Leadership on the Success of School-Based Management

The study's findings support the acceptance of Hypothesis Ha1 and the rejection of Hypothesis $H0_1$, or, to put it another way, the influence of individual school principals' leadership on the effectiveness of school-based management in public elementary schools in Sako District, Palembang. As a result of the positive t-count, school-based management success will rise sharply if the principal's leadership variable rises, and will fall sharply if the principal's leadership variable falls.

The average value of the Principal Leadership variable indicator (X_1) in Sako Palembang District's State Elementary Schools is also found to be in the very good category, meaning that the Principal Leadership of all indicators comprises the following: (a) measuring the attendance, diligence, and personality of educators, staff members, administrators, and students as an evaluator; (b) managing the

planning, organizing, mobilizing, and coordinating processes as a manager; and (c) managing the organizational structure and performing substantive administration, which includes managing the curriculum, student affairs, personnel, finances, facilities, relations with the community, and general administration. (d) In your capacity as a supervisor, mentor, or advise educators; (e) In your capacity as a leader, inspire others to fulfill their responsibilities in a way that aligns with your expectations to accomplish goals; (f) In your capacity as an innovator, implement changes to the way that education is implemented in the school that you oversee; g) In your capacity as a motivator, inspire educators.

The findings of the study, which demonstrate a positive relationship between the principal's leadership and the success of school-based management, corroborate those of the Purwandari (2011) investigation, which similarly revealed a positive relationship between the principal's leadership and the success of school-based management.

The Influence of the Role of Partial School Committees on the Success of School-Based Management

Based on the research findings, which indicate that $H0_2$ is rejected and Ha2 is accepted, it can be concluded that individual school committees have an impact on the effectiveness of school-based management in public elementary schools in Palembang's Sako District. Because the t-count is positive, there will be a considerable increase in school-based management success if the school committee role variable rises, and a significant decrease in school-based management success if the school committee role variable falls.

The study's findings also indicate that the average value of the variable indicator Role of the School Committee (X_2) in State Elementary Schools in Sako District, Palembang falls into the very good category. This means that the School Committee's role encompasses all of the following: (a) considering input when determining and implementing education policy; (b) using creative and innovative methods to raise funds and other educational resources from the community, including individuals, organizations, businesses, and other stakeholders; (c) supervising educational services at the school in compliance with legal requirements; and (d) responding to concerns, recommendations, criticisms, and aspirations from students, parents, and guardians and the community, in addition to the findings of the School Committee's observations regarding the performance of the School, which also demonstrate an average score in the very good category.

The findings of the study by Purwandari (2011), who also discovered a positive and significant influence on the role of the school committee on the success of SBM, are

supported by the research results indicating a positive relationship between the school committee's role and the success of school-based management.

Simultaneous Influence of Principal Leadership and the Role of School Committees on the Success of School-Based Management

The study's findings demonstrate that Hypothesis Ha_3 is accepted and Hypothesis $H0_3$ is rejected, or, to put it another way, that the success of school-based management is influenced by both the school committee's and the principal's leadership. This indicates that the success of school-based management can be largely attributed to the leadership qualities of the principal and the involvement of the school committee. It also indicates that these factors have a substantial impact on the success of school-based management.

The results of the coefficient of determination test in this study indicated that 77.3% of the success of school-based management was determined by factors other than those included in the research variables and that 22.7% of the success variable was influenced by the leadership variables of the school committee and the school principal. The findings of this study, which demonstrate a positive relationship between the principal's leadership and the school committee's role in tandem with the success of school-based management, corroborate those of (Purwandari, 2011) research, which also revealed a positive and noteworthy relationship between the principal's leadership and the school committee's role in tandem with the success of MBS.

D. Conclusion

1. The effectiveness of school-based management is positively and significantly influenced by the leadership of individual school principals, as evidenced by the t_{count} of 2.203, which is more than t_{table} 1.99254, and the sig value of 0.031, which is less than the probability value of 0.05.

2. The effectiveness of school-based management is positively and significantly influenced by the function of individual school committees, as demonstrated by a sig value of 0.001, which is less than the probability value of 0.05, and t_{count} 3.521, which is higher than t_{Table} 1.99254.

3. With a F_{count} of 10.745 and a significance level of 0.000, the school committee's work and the principal's leadership both positively and significantly impact the effectiveness of school-based management. The leadership of the school principal and the function of the school committee account for 22.7% of the

performance of school-based management, according to the results of the coefficient of determination test.

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