

The Influence of Principal and School's Committee Leadership on the Implementation of School-Based Management

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Abstract: This study aims to determine the influence of the leadership of the school principal and school committee on the implementation of school-based management in SD Negeri Se Gugus 1, Lubuk Besar District. This type of research is quantitative research with a research design using an ex post facto research design. The sample in this study was a total of all teachers consisting of 106 teachers at SD Negeri Se Cluster 1, Lubuk Besar District. data collection technique using a questionnaire. Data analysis techniques using quantitative descriptive analysis techniques, and multiple regression. The results of this study state that 1) there is a significant influence between the principal's leadership on school-based management of Cluster 1 Public Elementary Schools, Lubuk Besar District; 2) there is a significant influence of the school committee on school-based management of Cluster 1 Public Elementary Schools in Lubuk Besar District; 3) There is a significant influence jointly on the leadership of the school principal and the school committee on the school-based management of Cluster 1 Public Elementary Schools, Lubuk Besar District.

Keywords: Leadership, School Based Management, School Committee

A. Introduction

One factor that can influence the success of education is the effectiveness of implementing School-Based Management. As stated by (Triwiyanto, 2013). the elements that influence the success of the educational process can be summarized into two components, namely components that originate within the individual who is learning, and components that originate from and outside the individual. Components that come from outside the individual require management to direct educational goals. Successful management of these components will improve the quality of the process and the quality of educational outcomes.

Efficient and effective changes can be used to gauge quality improvement (Suprihatin, 2017). As part of the education sector's decentralization initiative, the government offers an alternative educational model called School-Based

Management (SBM), which gives schools the freedom to choose their own rules and raise academic standards.

The primary goals of SBM are as follows: 1) Educating the community about the fundamentals of school-based quality education management; 2) Gathering feedback to facilitate the implementation of management concepts in line with Indonesia's diverse cultural environment; 3) Increasing the school community's and those concerned with education's understanding of education in general; 4) Encouraging the school community to consider improving education; and 5) Increasing the school community's awareness of the need to actively and dynamically participate in the success of improving education (Suryosubroto, 2014). The above statement is supported by the results of research from (Waluyo & Hadi, 2014) which states that the implementation of school-based management (SBM) has a significant influence on the quality of education. The quality of education has been significantly enhanced by the introduction of school-based management.

Schools are granted more power to oversee education in line with their requirements and potential as a result of this statement. Since schools are allowed to manage the resources that are already available to them, they must be independent and creative in how they manage education. (Chu et al., 2011). The research findings by (Usman, 2014) provide support for this, as they indicate that the policy regarding educational autonomy through the strategy of implementing school-based management (SBM) does more than just shift the focus of school management from centralized to decentralized; SBM is also thought to lead to the emergence of school independence.

If professional involvement from all school stakeholders is possible, then SBM implementation in schools can function well, and vice versa. Based on his research, (Supriadi, 2011) concluded that as educators are the ones who execute education in schools, their professionalism is crucial. The findings of a study (Wahyudi & Retnawati, 2014), claim that the implementation of SBM does not significantly affect the quality of education because it does not involve all school stakeholders in the development of programs to improve the quality of education that are tailored to conditions and potential, corroborate what has been said above. Teachers in particular are at the forefront of ensuring that the teaching and learning process – one of the school's primary activities – is carried out as effectively as possible.

Then, according to (Talbert, 2011) school-based management (SBM) can assist teachers in becoming more professional, and SBM itself is expected to help teachers achieve national education goals and be relevant to the demands of societal development (Suryosubroto, 2014). However, professionalism among teachers affects how School-Based Management is implemented. This indicates that the introduction of school-based management will be successful if teacher professionalism is raised (Junaidi, 2018).

A key element in putting school-based administration into practice in a learning environment is the principal's leadership. According to (Mulyasa, 2011), attempts to raise student learning achievement are just one of the educational components that the principal of the school is primarily responsible for improving. As the results of research conducted by (Fitrah, 2017) stated whether a school is of high quality or not depends on the leadership pattern of the school principal because he is the highest leader in the school and he is the one who can make decisions on all matters.

The principal needs to have the ability to influence people as a leader. A leader possesses exceptional traits that enable them to influence others to reach a particular state. A principal of a school needs to be able to persuade others to make changes to the needs of the current circumstances. The goal of leadership is to exert social influence over others to get them to follow a process in the way that the leader wants. As the results of research conducted by (Harso, 2012) stated there is a significant influence between the principal's leadership on school effectiveness.

, according to (Hasibuan, 2011), leadership is the process through which a leader shapes the conduct of his followers to encourage cooperation and productive work toward organizational objectives. The skill of leadership is the capacity to persuade and inspire subordinates—in this case, workers—to perform their jobs with complete accountability. Leaders are in charge of setting up a secure and friendly work environment so that employees can work hard.

A professional school principal is required to achieve expectations of performance in the classroom. As a result, the principal plays a crucial role in the educational system by supervising and assisting teachers in their efforts to help students learn. As the head of the school, the principal plays a critical role in raising the caliber of teaching. The establishment of professional, high-quality school-based administration in schools greatly depends on the leadership role played by the principal of the school. The principal's job is to lead the school with a clear future vision and to facilitate and support the process of change. Thus, the principal's leadership style is very influential and has an important role in changing the school for the better.

The school committee's function as the community's watchdog is another factor. One of the guiding principles of School-Based Quality Improvement Management (MPMBS) is community participation in education implementation. To put it another way, community involvement is anticipated to raise educational standards beginning with decision-making and continuing through implementation and evaluation. According to (Sagala, 2013) a positive relationship between the school and the community will have a major influence on raising educational standards because the community will serve as the foundation for enhancing and providing high-quality educational services offered by schools. Then, according to (Hariwibowo, 2015), the inclusion of the Education Council and School/Madrasah

Committee in the third section of Article 56 of Republic of Indonesia Law No. 20 of 2003 concerning the National Education System validated efforts to increase parent and community participation in managing and improving school quality.

Subsequently, (Ansar, 2008) asserts that the School Committee is a separate entity with no hierarchical connection to educational institutions or other governmental bodies. Nonetheless, the school committee continues to be a collaborator that needs to collaborate with the idea of school-based management (SBM). The aforementioned viewpoint is consistent with research by (Zulkifli, 2015), whose findings indicate that school committees play a critical role in improving empowerment and development initiatives in Indonesian schools. development) community involvement in the field of education and the advancement of learning within educational settings.

Numerous studies' findings indicate that school committees' function as an expression of community involvement in education has a significant impact on how educational institutions are governed. The community is better equipped to evaluate and oversee the programs run by the school when there is a school committee in place. This might have ramifications for guaranteeing the survival and continuation of educational institutions. The community will then take a greater interest in and support educational initiatives so that they can benefit the community more broadly. This includes providing funding for the actual building of schools. According to (Cucu, 2014), school/madrasah committees are expected to play a significant role in raising the standard of instruction in classrooms, particularly when it comes to implementing school-based management (MBS). The optimization of each committee member's role, the participation of all constituents in the committee's structure, and the assignment of responsibilities by staff capacity are all ways to enhance the organization's performance.

This is supported by the findings of a study carried out (Larasati, 2009), which show that the school committee's function as a provider of considerations is realized by taking into account the provision and use of infrastructure and facilities that the school requires. The school committee also contributes to the draft school income and expenditure budget (RAPBS) by considering how the budget or monies received by the school are used and utilized. play the role of controller by monitoring funding allotted for the execution of educational initiatives and overseeing student involvement in such initiatives. To be held more accountable, the school committee also has a part to play in guaranteeing transparency in the utilization of education money allocations that come from the center.

Drawing from the aforementioned discourse, it can be concluded that community members can engage in direct community participation through independent institutions like school committees. These committees are established to improve the

quality of educational services by offering guidance, support, and consideration for personnel, facilities, infrastructure, and educational supervision. These two things can certainly support the creation of a more optimal quality of learning services and have an impact on increasing the achievement of student learning outcomes as educational output in schools. Therefore, it can be said that if educational organizations have community support, they will be able to function effectively and efficiently to achieve their educational objectives. Community support through the school committee has a big influence on efforts to improve the quality of education because the school committee can provide input and control over the implementation of education in school institutions.

The study was conducted at Lubuk Besar District's SD Negeri Se Gugus 1. Researchers found several indicators at public elementary schools in Cluster 1, Lubuk Besar District, indicating the direct involvement of school committees in the implementation of education at Lubuk Besar Public Elementary Schools. These findings were the result of preliminary observations conducted by the researchers from June 1 to June 10, 2022. This is evident in the way the school committee is focusing on and strengthening ties with the community to support educational initiatives meant to raise the standard of instruction at Lubuk Besar State Elementary School. In addition, the school committee acts as a point of contact for partnerships and cooperation between businesses and governmental organizations and the Lubuk Besar State Elementary School. This is achieved through building infrastructure and facilities and engaging in practical fieldwork activities, both of which enhance the quality of education and are attested to by a memorandum of understanding (MOU). The Lubuk Besar State Elementary School school committee then contributes to the community's thoughts and goals, particularly about raising the standard of instruction at the school.

Researchers encountered several issues regarding the school committee's role at Lubuk Besar State Elementary School. For example, only a small percentage of committee administrators actively participated in monitoring PBM activities within the school and in committee plenary meetings held there. This suggests that some school committees do not support the quality of education, which is undoubtedly a barrier to improving school quality, particularly given the school's need for funding sources other than BOS funds.

According to (Septiana et al., 2018)) research, the committee's strength stems from its active nature, willingness to address issues, efficient task distribution, and effective coordination. It also derives from its members' various levels of involvement, which include meetings, fund-raising, financial management, program direction and parent involvement, and parent report back. According to (Septiana et al., 2018) research, the committee's strength stems from its active nature, willingness to address issues, efficient task distribution, and effective coordination. It also

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Based on the preliminary observations conducted by the researcher, it is not possible to conclude that the facilities and administration of State Elementary Schools in Gugus 1 Lubuk Besar District have an impact on the performance of teachers. As a result, scholars believe it is critical to carry out a more thorough investigation. The researcher is interested in investigating the impact of school committees and principals' leadership on the adoption of school-based management in public elementary schools in Gugus 1, Lubuk Besar District, Central Bangka Regency, based on the above description.

B. Methods

On August 1, Lubuk Besar District, Central Bangka Regency, State Elementary Schools served as the research site for this study. The study was conducted between July 9, 2022, and October 9, 2022. Research of this kind is quantitative. When conducting research, quantitative methods are frequently needed to provide numerical results. These methods include data collecting, data interpretation, and result presentation (Arikunto, 2010). This study employs the partial correlation method, which is used for analysis or hypothesis testing when one of the independent variables is controlled (made constant) and the researcher wants to know the impact or relationship between the independent and dependent variables (Sugiyono, 2012).

There were 106 participants in this study, all of whom were public elementary school teachers in Cluster 1, Lubuk Besar District, Central Bangka Regency. The sample is part of the existing population. The people that live in this probability sampling is the method used for sampling in this study. According to (Sugiyono, 2012), probability sampling is a sampling strategy that offers every element (member) of the population an equal chance of being chosen to be a part of the sample. The 106 participants in the study were all public elementary school teachers in Cluster 1, Lubuk Besar District, Central Bangka Regency. The data collection technique in this research is questionnaire, documentation, and observation

C. Results and Discussion

Results of Descriptive Statistical Analysis of Research Variables

The implementation of school-based management at SD Negeri Gugus 1 Lubuk Besar District is influenced by the leadership of the school committee and principal, as indicated by the analysis's results. The descriptive statistical analysis's findings

indicate that school principals' leadership falls into four categories: very good (zero or 0%), good (50 or 53.69%), fairly good (32 or 21.47%), poor (14 or 11.41%), and very poor (20 or 13.43%). The analysis's findings indicate that the principal's leadership falls into the good group. The very good category came in at 0 or 0%, the good category at 48 or 52.35%, the quite good category at 22 or 21.48%, the poor category at 17 or 11.41%, and the very good category at 19 or 14.76%, according to the school committee's statistical description analysis results. The analysis's findings indicate that the SD Negeri Gugus 1 Lubuk Besar District school committee falls into the good category.

The very good category had an implementation of school-based management of 0 or 0%, the good category of 40 or 53.70%, the rather good category of 38 or 25.50%, the poor category of 12 or 8.05%, and the very poor category of 16 or 12.75%. The analysis's findings indicate that school-based management implementation is in the good range.

Hypothesis Test 1

According to the simple test, the calculated t is $5.992 >$ from the t table value of 1.289, where the calculated t value is greater than the t table then H_0 is rejected. As a result, there is a significant difference between the school principals' and teachers' performance in managing the administration of SD Negeri Gugus 1 Lubuk Besar District. Based on this hypothesis's results, it can be concluded that the success of the school's management program is mostly due to the principal's encouragement of students to take initiative and participate in the learning process. Direction and influence over the implementation of SBM, which provides leadership influence as a school principal.

In an educational institution, it is intended that the principal's leadership will instill a sense of fairness in his subordinates and improve their performance. One definition of leadership is the ability of a leader to guide, support, and oversee every aspect of a team or organization to attain a certain objective and maximize overall performance. Reaching the outcomes of one's or an employee's efforts in reaching organizational goals is known as increasing performance. In this instance, the school principal has a significant influence over the SBM implementation process. Without the principal's involvement, the SBM implementation will either fail miserably or completely. One of the responsibilities of the school principal in putting SBM into practice is to plan, carry out, oversee, and review the MBS to determine whether revisions are necessary based on assessment or evaluation results.

It is hoped that the principal's leadership in an educational institution can create a sense of justice for his subordinates, and have an effect on improving the performance of his subordinates. Leadership can be said to be a leader's way of directing, encouraging, and managing all elements within a group or organization to achieve a desired organizational goal, resulting in maximum organizational performance. Increasing performance means achieving the results of a person's or employee's work in realizing organizational goals. The school principal, in this case, is very decisive in the implementation of SBM, because without the participation of the school principal as the owner of power, the implementation of SBM will not run well or even not at all. One of the responsibilities of the school principal in putting SBM into practice is to plan, carry out, oversee, and review the MBS to determine whether revisions are necessary based on assessment or evaluation results.

The findings of the (Mbuik, 2019) research, which indicates that school principal leadership has a direct impact on the application of SBM, are consistent with the analysis shown above. This is indicated by the linear regression equation $X = 12.32 + 0.947$. According to this calculation, the SBM implementation level score will rise by 0.947 points on average once a principal's leadership score increases. The path coefficient (p) is $0.538 > 0.05$ and the correlation coefficient (r) is 0.849, indicating a direct impact of the principal's leadership on the application of SBM. Then, according to a study by Junaidi (2018), school principal leadership had an impact on how School-Based Management (MBS) was implemented.

Hypothesis Test 2

There was a significant influence between the committees and the schools regarding the implementation of school-based management at SD Negeri Cluster 1 Lubuk Besar District, as determined by the significance test of the school committee variable on the implementation of school-based management at Gugus 1 Public Elementary School, Lubuk Besar District. The calculated t value was $5.559 \geq$ the t table value of 1.289, where the calculated t value was greater than the t table then H_{o2} was rejected.

Based on the aforementioned research findings, it can be concluded that the school committee plays a significant role in enhancing the quality of the educational unit by acting as a mediator between the government and the educational unit as well as an advisor, supporter, and controller. One of them is fulfilling its obligation to support school-based management to ensure its best possible implementation. When used to its full potential, school-based administration will raise educational standards.

The school committee's advisory agency function in attempts to raise educational standards through SBM adoption is to provide guidance. This duty is carried out by giving thought (advisory agency) in all planning and programs created by the

school, such as when it comes to buying and fixing infrastructure, constructing labs, renovating classrooms, and supplying instructional aids. In addition, the School Committee finds community-based educational resources that can be used for school growth, contributes to and weighs in on the RAPBS, and offers guidance on how to apply the education management process in schools.

The School Committee functions as an agency that provides support. This function is carried out by giving financial, physical, and emotional support to SMA Negeri 1 Bakauheni to organize and enhance the quality of education there. The School Committee's function as a body that exercises control (Controlling agency). This function is carried out by control activities (controlling agency) about decision-making and instructional planning in the school, as well as the distribution and accessibility of resources for the execution of programs in the school. The School Committee also exercises its control over the success of education in schools, which is predicated on recurring advancements in student performance. The mediation role of the School Committee. This function is carried out by acting as a liaison or mediator between the community's parents' goals and the school and by taking part in the dissemination of school policies to relevant and approved parties (Hadi Ismanto et al., 2022).

The findings of this study are corroborated by research (Iswantoko, 2022), which argues that: (1) Community participation is crucial for helping schools enhance the quality and learning process; (2) There are no set criteria for community participation in its formation, aside from renaming the Student Parents Association (POS) management to the school committee; (3) Community participation has a work program that is scheduled, but there are still challenges in putting it into action; (4) Community participation is carried out by its role and function, particularly when implementing work programs that are jointly prepared; and (5) Community participation has a positive effect on SDN 1 Kahuman Polanharjo.

Hypothesis Test 3

The results of the ANOVA test showed that the F count was 1174,990 with a significance level of $0.000 < \text{probability value } \alpha 0.05$, and the F table corresponded to a significance level of 0.05 (2.91) of 3.08, meaning that the F count $> F \text{ table}$ ($1174,990 > 3.08$), rejecting hypothesis 3. This indicates that the school committee and the principal of SD Negeri Gugus 1 Lubuk Besar District have a significant joint influence on the implementation of school-based management. The termination coefficient, which is 106.2% based on the R squared value of 0.642, indicates that the school committee and principal's leadership jointly influenced 106.2% of the school-based management implemented at SD Negeri Gugus 1 Lubuk Besar District, with the remaining 6.8% being influenced by variables not included in this study.

According to (Mulyasa, 2011), one of the factors that influences the implementation of school-based management is management, including in this case leadership, the research's findings demonstrate that the principal's leadership has a positive and significant impact on the implementation of school-based management at SD Negeri Gugus 1, Lubuk Besar District. supervisor. The present study's findings are consistent with those of (Munfangati & Widodo, 2014) who reported that the school committee achieved an 80.25% accomplishment level in the competency scores administered by the principal.

Subsequently, research by (Seriyaniti et al., 2021) revealed that: 1) the hypothesis's results based on the principal leadership variable's significance test show that there is a partial influence on school-based management in the state senior high school of One Sirah Pulau Padang; 2) based on the school committee's role's significance test, it shows that there is a partial influence on school-based management in the state senior high school of Sirah Pulau Padang; 3) Based on the Anova test, it is known that the principal's leadership and the school committee's role simultaneously influence Satu Sirah Pulau Padang State Senior High School's school-based management.

D. Conclusion

Based on data analysis and hypothesis testing, the following conclusions can be drawn:

1. There is a significant influence between the leadership of the school principal on the Implementation of School-Based Management at SD Negeri Gugus 1 Lubuk Besar District. Based on a simple regression test, the calculated t value is $5.992 >$ from the t table value of 1.289, where the calculated t value is greater than the t table, so H_01 is rejected.
2. The school committee at SD Negeri Gugus 1 Lubuk Besar District has a major impact on the implementation of school-based management. The calculated t value was $5.559 \geq$ the t table value of 1.289, where the calculated t value was greater than the t table, so H_02 was rejected based on the significance test of the school committee variable on the school committee of Gugus 1 Public Elementary School, Lubuk Besar District.
3. The leadership of the school committee and the principal have a considerable combined impact on the implementation of school-based management at SD Negeri Gugus 1 Lubuk Besar District. H_03 is rejected because the calculated F $>$ F table ($1174,990 > 3.08$) and the Anova test results show that the calculated F is 1174,990 with a significance level of $0.000 <$ probability value α 0.05 and the F table corresponds to a significance level of 0.05 (2.103) of 3.08. The estimation test results showed an R-squared value of 0.642, which translated into a termination coefficient of 64.2%. These findings suggest that the school committee and principal's leadership jointly had a 64.2% influence on the

implementation of school-based management at SD Negeri Gugus 1 Lubuk Besar District, with the remaining 35.8% being influenced by variables not included in this study.

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