

The Influence of Leadership and School's Committees on the Quality of Learning

Wahyu Gunawan¹, Happy Fitria², Mulyadi²

¹SD Negeri 23 Sungaiselan, Kepulauan Bangka Belitung, Indonesia, ²Universitas
PGRI Palembang, South Sumatra, Indonesia

Corresponding author e-mail: uungwahyu@gmail.com

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Abstract: This study aims to determine whether there is an influence of the leadership of the principal and the school's committee on the quality of learning. This research was conducted at SD Negeri Cluster 1 in Sungaiselan District. The type of this research is quantitative. The sample in this study was a teacher at SD Negeri Cluster 1 in Sungaiselan District, totaling 54 people. The technique used in this study is a questionnaire. The results of the study concluded that (1) there was a significant influence on the leadership of the principal on the quality of learning. Based on the significance test, the value of t count is $2,476 > t$ value of table 2.004, then H_a is accepted. (2) There is a significant influence on the school's committee on the quality of learning. Based on the significance test, the value of t count $7,115 > t$ value of table 2.004, then H_a is accepted. (3) There is a significant influence together with the leadership of the principal and school's committee on the quality of learning. Based on the results of the ANOVA test, an F-count of 1754,085 was obtained with a significant level of 0,000, then f count $> F$ -table ($1754,085 > 2.78$) so H_0 was rejected. If H_0 is rejected, the conclusion is that there is an influence between independent variables simultaneously on the dependent variable.

Keywords: Principal's Leadership, Quality of Learning, School's Committee

A. Introduction

The phrase "industrial revolution" 4.0 is a term that many are unfamiliar with in light of the current circumstances. People's habitual habits have been profoundly impacted by the shift from the industrial revolution 4.0 to the period of Society 5.0, particularly in terms of technology use. Both physical and virtual spaces are incredibly accessible in a short amount of time. This is intrinsically linked to renewable technology, which is developed through a methodical sequence of steps. This is a process that takes time to complete. Among the procedures via schooling. An essential component of constructing a civilization is education. Consciously applied education can enhance the learning process by focusing on pupils who possess potential, noble character, intelligence, and a decent personality. There are

formal and informal ways to get an education. A “formal pathway” includes elementary, secondary, and postsecondary education. In the meantime, the government conducts an equality assessment for non-formal education.

Unfortunately, the outbreak caused issues with the learning process efficacy, shifting the focus from in-person instruction to online distance learning practices. Students must prepare all necessary devices, including laptops, data packages, and cell phones, for the use of online learning in schools. With this device’s accessibility, learning materials can be sent via WA (Whatsapp), educational films, or other apps. To meet the demands of educators and pupils in the face of this difficulty, the government offers free internet package quotas. At least the online learning process can function smoothly with this support. Schools are attempting to set up plans to strike a compromise between restricted in-person instruction and governmental regulations. From socializing to parents the importance of vaccines, implementing an emergency curriculum (prototype), limiting the number of face-to-face students, to preparing infrastructure that supports compliance with health protocols.

The goal of this endeavor is to create a dynamic and innovative learning environment through ongoing input, output, and results. For this to be a quality education, students must be allowed the freedom to learn to prevent ignorance, ineptitude, and poor morality. The definition of educational quality is the application of the National Education System, which is accomplished by the country’s intelligence level as specified in the Minister of National Education Regulation number 63 of 2009. According to the objectives of national education, the purpose of national education is to foster in students the capacity of national civilization to educate the nation and help them become human beings who believe in and are devoted to God and who possess knowledge, creativity, and independence. In the realm of education, TQM (Total Quality Management) is a school management concept that is intended to provide better changes in response to education management issues at the school level to developments, demands, and societal dynamics (Miranti, 2011).

National assessments have taken the place of national exams as the current reform. Similar to Permendikbudristek Number 17 of 2021, which addresses National Assessment school quality is monitored and evaluated. Of course, to put this into practice, the school needs to prepare all the necessary materials. Government Regulation Number 4 of 2022’s National Education Standards lists 8 (eight) requirements that a school must fulfill. These requirements cover curriculum, procedures, graduation competencies, teachers and educational staff, infrastructure, management, funding, and assessment. There are still several barriers that lower the quality of learning, according to information gathered from observations and interviews at one school in cluster I, Sungei Lan subdistrict, which has 12 instructors and a study group in six classrooms. Furthermore, the school’s of school operational

assistance state revenue and expenditure budget fund income, which comes from 85 students and amounts to Rp 76,500,000 annually, is still insufficient to cover all of the facilities and infrastructure.

In terms of raising the standard of education, learning quality is still not at its best. This is a result of insufficient standards for infrastructure and facilities including computers, internet networks, and labs. According to Ananda & Banurea (2017), infrastructure and facilities are valuable resources that help schools support the teaching and learning process. One may argue that the program's performance is determined by the state of the school's educational infrastructure as well as how well it is managed and used.

Teachers face challenges in helping pupils comprehend the material during the learning process. Each kid should experience digital learning in the classroom. Similar to how National Assessment on Computer Standards was implemented, this school is still connected to other schools due to the dearth of infrastructure resources, such as computers, internet networks, projectors, and lab spaces. This infrastructure program's unsaturation stems from the huge synergy that still exists between school's committees and leadership. The committee has not performed its duties as required in putting the policies that it developed in collaboration with stakeholders into practice. In an attempt to find the newest innovations in enhancing competitive schools, school administrators' inventiveness in managing their institutions still has to be enhanced. This will maximize learning quality and foster a generation of highly committed learners. Based on the background and phenomena in the field of the school used as the research site, the researcher will test whether there is a relationship or correlation between the influence of leadership and the school's committee on the quality of learning. Furthermore, the researcher will conduct research with the title "The Influence of Leadership and School's committees on the Quality of Learning in Gugus I State Elementary Schools in Sungaiselan District."

B. Methods

Gugus I State Elementary School, located in Sungaiselan District, Central Bangka Regency, Bangka Belitung Islands Province, was the site of the research. The study employs both descriptive and quantitative methodologies. According to Nazir (1998), "The descriptive method aims to create systematic, factual and accurate descriptions, images or paintings regarding the properties and relationships between the phenomena being investigated". The 63 students enrolled in the five Gugus I State Elementary Schools in the Sungaiselan District served as the study's population. Gugus I Public Elementary Schools in the Sungaiselan District used a sample of 54 respondents. According to Sugiyono (2017), a sample technique is what is used in research. Probability sampling is the method employed, which means that

each element has an equal chance of returning the sample and then choosing sample members. Simple random sampling, which selects sample members from the population at random without taking into account the population's strata, is the probability sampling technique employed. To collect data for this study, questionnaires, observation, and documentation were employed. In the opinion of Arikunto (2010) questionnaires, interviews, observations, exams or tests, documentation, and so on are data collection techniques that can be carried out in research.

C. Results and Discussion

The Influence of the Principal's Leadership on the Quality of Learning at Gugus 1 Public Elementary Schools in Sungaiselan District.

Table 1. Hypothesis Test 1

Model	Unstandardized Coefficients		Standardized Coefficients Beta	T	Coefficients	
	B	Std. Error			Sig.	
(Constant)	101.516	14.055		7.223	.000	
KKS	.233	.107	.289	2.178	.034	

a. Dependent Variable: MP

Source: SPSS version 26 data

The learning environment of SD Negeri Gugus 1 in Sungaiselan District is influenced by the principal's leadership. The regression model's significance value, which indicates that the primary leadership variable is above 0.05, makes this clear. The principal's leadership variable is derived from the principal's responsibilities as an educator, manager, administrator, supervisor, leader, motivator, and innovator and is based on the significance test. The test results demonstrated that the principal's leadership had a favorable impact on the quality of learning, with a coefficient value of 0.233. In addition, the probability (Sig) $0.000 < \alpha$ (0.05) indicates that H_a is acceptable. The calculation (0.05) (54) yields tcount 7.223 and tTable 2.005. If tcount 7.223 is greater than tTable 2.005, it indicates that H_a is accepted and H_0 is rejected. This indicates a substantial relationship between the learning quality characteristics that are positively influenced by the principal's leadership. The study's findings demonstrate the principal's strong leadership. This is evident from the survey responses, of which 54 respondents answered, 6 of whom fell into the pretty excellent group, 24 of whom fell into the good category, and 24 of whom fell into the very good category.

Cucu's (2014) research findings led to the conclusion that school principal's leadership influenced how well SBM was implemented. According to Thoha (2010) perspective, leadership can be defined as the practice of molding others' behavior or

as the skill of molding people—individuals as well as groups—into submission. A leader can effectively fulfill their roles as an educator, managers, administrators, supervisors, motivators, and innovators by doing so, which can positively impact the standard of learning.

Umaedi (1999) states that “A quality learning process involves input such as students, teachers, methods, curriculum, facilities, environment, and good learning management.” to explain the quality. According to Hadis (2010), the caliber of learning activities completed by instructors and students in the classroom and other settings is what determines the caliber of the learning process. Drawing from the perspectives of various experts, learning quality can be defined as an indicator of the high caliber of teacher-student interaction during the learning process, which encompasses several learning components.

The Influence of the School’s Committee on the Quality of Learning at Gugus 1 Public Elementary Schools in Sungai Selan District

Table 2. Hypothesis Test 2

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Coefficients					
	Unstandardized Coefficients		Standardized Coefficients		
Model	B	Std. Error	Beta	T	Sig.
1 (Constant)	50.723	12.569		4.036	.000
KS	.614	.095	.668	6.477	.000

a. Dependent Variable: MP

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Source: SPSS version 26 data

The school’s committee at SD Negeri Gugus 1 in Sungaiselan District influences the quality of learning. This is evident from the significance value of the regression model which shows that the school’s committee variable is above 0.05. The role of the school’s committee is to provide input and ideas to the school and always be involved in deliberations to determine school programs (Nurbaeti et al., 2021). The school’s committee variable is examined using the following functions: controlling/supervising, mediating/intermediary, advisory agency/giving consideration, and supporting/supporting, according to the significance test. With a coefficient value of 0.614, the test results demonstrated that the school’s committee had a favorable impact on the quality of learning. Aside from that, the school’s committee has a significant influence on the learning quality variables; specifically, if probability (Sig) $0.000 < \alpha (0.05)$ indicates that H_a is accepted, and if $t_{count} 4.036$ and $t_{Table} 2.005$ from the calculation (0.05) (54) indicate that H_0 is rejected and H_a is accepted, then the school’s committee has a significant influence.

The school’s committee is effective, according to the research findings. The findings of the questionnaire that the respondents filled out demonstrate this; out of the 54

respondents, 8 fell into the pretty good category, 29 into the good category, and 17 into the very good category. From the research results of Yanti (2018) descriptive analysis showed that there is a role for school's committees in improving the quality of education management at Muhammadiyah Metro Central Elementary School.

Suhardi (2012) concluded that involvement in school's committees had an impact on the caliber of vocational schools. The evidence that school's committees can enhance the quality of education in schools comes from their performance contribution to learning outcomes. According to Engkoswara (2012), a school's committee is a unique organization or entity established as a representative of the many components in charge of raising the standard of instruction in schools, based on discussions among education stakeholders at the school level.

According to Abdurrahman (2008), the school's committee serves as an official venue for discussing and accommodating issues related to the school's institutional interests. To provide high-quality education, the school's committee must be able to work with the institution to raise the standard of instruction.

The Influence of the Leadership of the School Principal and School's Committee on the Quality of Learning at SD Negeri Gugus 1 in Sungaiselan District.

Table 3. Simultaneous Test

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	83.567	2	41.784	21.629	.000 ^b
	Residual	98.525	51	1.932		
	Total	182.093	53			

a. Dependent Variable: Quality of Learning

b. Predictors: (Constant), School's Committee, Principal's Leadership

Source: SPSS version 26 data

The study's findings indicate that the school's committee at SD Negeri Gugus 1 in Sungaiselan District and the principal's leadership have a positive and significant impact. The findings of the hypothesis test support this; they found that the Fcount value is $21.629 > F_{Table} 2.78$ and that the probability value (significant) was $0.000 < \alpha (0.05)$. The computation of $(0.05) (2.78)$ yielded this result. Therefore, it can be said that H_a is accepted and H_0 is refused. This indicates that the leadership of the school's committee and principal has an impact on the standard of instruction at SD Negeri Gugus 1 in the Sungaiselan District.

According to Suhardi (2012) research findings, the effectiveness of the school's committee and the principal's leadership both contributed to the standard of instruction at SMAN 1 Tanjung, North Lombok Regency. According to Rohayati

(2014), the leadership of the principal and the school's committee have a big impact on teachers' performance, which can raise the standard of instruction. According to the findings of a 2019 study by Boriroh (2019) titled "The Influence of the School's committee's Role and the School Principal's Transformational Leadership on Teacher Performance," The aforementioned study indicates that Gugus I Public Elementary Schools in the Sungaiselan District can enhance the quality of learning via the combined efforts of the school's committee and the principal's leadership.

D. Conclusion

From the results of the research and discussion, it can be concluded that: There is an influence of the principal's leadership on the quality of learning in Gugus I State Elementary Schools in Sungaiselan District. The influence of the school's committee on the quality of learning at Gugus I Public Elementary Schools in Sungaiselan District. There is an influence of the leadership of the school principal and school's committee together on the quality of learning at the Gugus I State Elementary School in Sungaiselan District.

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