

# Contribution of Transformational Leadership, School Committees, Supervision, and Local Governments to School-Based Management at Junior Secondary Schools

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**Abstract**—Several laws and regulations have governed the implementation of school-based management (SBM) nationally in Indonesia since 2003. However, the implementation of the SBM was 'apparent death' because the government policies and implementation in the field were not in line with the initial intention. Some local governments showed high commitments to schools by providing Regional BOS funds, but more local governments did not provide BOS regional funds, so schools relied solely on BOS funding from Central Government. This study aims to determine the efforts carried out related to the leadership of the school principal, the role of the school committee and the education council, supervision carried out by competent parties, and the role of the local government and the District Office of Education contributing the implementation of the school-based management. This research was conducted at Public and Private Junior Secondary Schools in Padang Panjang City. The population of the study was 6 schools, where school principals, teachers and member of school committee board part as the respondents. The research instruments were questionnaire and interview guidelines. Data analysis was processed using path analysis to determine the contribution of each variable to the implementation of SBM SMP in Padang Panjang City. The results of these studies indicate that various components have contributed to the successful implementation of SBM, however, the percentage is still very low.

**Keywords**—*transformational leadership; school committee; supervision; local government; school-based management*

## I. INTRODUCTION

The school-based management model is an educational delivery model that was implemented in countries such as Canada, Australia in the 1970s [1] and in the United States, New Zealand starting in the 1980s[2]. However, in Indonesia this model was introduced starting in 1999 under the name School Based Quality Improvement Management (MPMBS) using the subsidy of the Quality Management Operational Assistance (BOMM) APBN [3]. MPMBS is the forerunner to the implementation of SBM in Indonesia [4].

Legally the implementation of School Based Management in Indonesia was implemented in 2003 on the basis of article 51 of Law Number 20 of 2003 concerning the National Education System and article 49 of Government Regulation of the Republic of Indonesia Number 19 of 2005 concerning National Education Standards. Implementation of the policy gives more optimal authority to schools so that it is expected to spur schools to improve the implementation of academic and non-academic activities by utilizing all the potential possessed by their stakeholders.

A positive indication of the implementation of SBM is that it can spur all the potential of the school to become a better performing school [5], because an evaluation conducted by Watson shows that School-Based Management can: 1) improve the quality of graduates, 2) increase opportunities for regions to make decisions [6], and can improve the quality of teachers which in turn will improve student achievement [7].

However, several cases in the field show that the implementation of SBM in Indonesia has actually brought a negative 'signal' on the level of education management in the district / city as well as in schools and even in the community. For example, some mass media include articles such as 'Implementation of School Based Management in Corruption-Prone,' ICW Findings, SBM Creates a New Corruption Model [8], 'School-Based Management Opens Opportunities for Wild Charges' [9], 'SBM Experienced a Fund Leakage' [10]. In addition, 'Corruption in Schools Increases' [11]. The essence of the article states that Indonesian Corruption Watch (ICW) smells the implementation of SBM into a field of corruption within the school environment and the ranks of education organizers and managers.

From the descriptions above it can be understood that the Indonesian government has sought to improve the delivery of education in Indonesia by making various laws and school-based management policies. Nevertheless, various weaknesses and obstacles were encountered in the field. Therefore, there is a need to screen data to the level of implementing SBM, namely schools to determine the contribution of various parties, such as school principals, school supervisors, school committees and the role of local governments in the success of SBM. Padang Pariaman Regency, is one of the districts that can be used as a sample to determine the contribution of various parties in the implementation of SBM.

The formulation of the problem to be examined is how are the contributions of various internal and external school parties in implementing school-based management. Specifically, the purpose of this study was to determine the contribution of transformational leadership to school principals, school committees, the role of local government and supervision in implementing junior high school-based management in Padang Panjang City.

#### A. *School-Based Management*

##### 1) *Basic Concept of School-based Management*

The terms that refer to the concept of school-based management or abbreviated as 'SBM' vary widely, depending on the expert who uses it and in which country the concept is implemented. Some terms that are used interchangeably include: School-site Management, Self-managing Schools, Collaborative School Management, School Based Management, or Community Based School Management.

Some school-based management experts such as Caldwell [12] basically point out that school-based management is a strategy to improve the quality of education through the transfer of decision-making authority from the central government to the regions and to each school, so that principals, teachers, students, and students' parents have greater control over the education process, and also have the responsibility to make decisions regarding funding, personal, and school curricula. Therefore, school-based management is the transfer of the decision-making process and / or the authority of administering schools from the government to the school level. SBM is also meaningful as a model of school management by giving greater authority at the school level to manage their own schools directly [13].

School-based management that is being developed in Indonesia is based on Article 51 of the National Education System Law which states that the management of early childhood education, basic education and secondary education is carried out based on minimum service standards with the principle of school-based management, namely a form of education management autonomy. in the education unit, in this case the principal / madrasa and teachers assisted by the school committee in managing educational activities.

##### 2) *Purpose of School-based Management*

The purpose of implementing school-based management is to empower or empower schools through their authority or autonomy and encourage schools to make participatory decision making. The purpose of implementing this school-based management as stated by Coleman, namely:

- a) To allow for greater diversity in instructional programs and services, so that schools can accommodate the preferences of students and parents better.
- b) To increase cost-effectiveness by reducing (proportionately) central office costs and efficiency.
- c) To facilitate staff involvement in instructional decision-making and hence strengthen commitment to school improvement
- d) To increase the accountability of school administrators for school effectiveness [14].

Some other experts such as [15,16] also agree that the objectives of implementing school-based management are: 1) increasing the participation of parents and communities in schools; 2) empowering principals and teachers; 3) building local level capacity; 4) creating accountability mechanisms for site-based actors and improving the transparency of processes by the devolution of authority; and 5) improving quality and efficiency of schooling, thus raising student achievement levels.

Specifically, SBM has the following objectives:

- Improving the quality of education through increasing independence, flexibility, participation, openness, cooperation, accountability, sustainability, and school initiatives, strengthening and empowering available resources;
- Increasing the concern of school citizens and the community in the delivery of education through joint decision making;
- Increase school responsibilities to parents, community and government;
- Increase healthy competition between schools in improving the quality of education.

##### 3) *Principles of School-based Management*

The birth of the principles of school-based management in Indonesia cannot be separated from existing laws and regulations. The principles of school-based management are found in official state documents, namely in Law Number 20

of 2003, in Government Regulation of the Republic of Indonesia Number 19 of 2005, in Government Regulation of the Republic of Indonesia Number 17 of 2010, and in Government Regulation of the Republic of Indonesia Number 66 2010. The principles of school-based management are: autonomy or independence, cooperation or partnership, participation, transparency and accountability. Among other researchers, the principles are generally similar as revealed by Moradi, Hussin and Barzegar [17], Valli, Stefanski, Jacobson [18]. These five principles of SBM must become a reference for every school or educational provider in carrying out its educational process. The five principles still need to be seen in their implementation in various schools considering that not all district / city local governments [19] and schools [20, 21] can implement them optimally.

#### *4) Some Agents Contributing the Implementation of School-based Management*

School is a very complex system that is greatly influenced by many elements both within the school itself and parties outside the school. Therefore, the implementation of SBM can be realized if it is supported by various related parties such as school principals, supervisors, school committees, education councils, and local governments. Valli, Stefanski and Jacobson show that leadership in collaboration between schools and the community can be done to support the implementation of SBM [18]; In addition, adequate leadership competence is a component that strongly supports school management success [22].

#### *5) The Roles of School Principal in the Implementation of School-based Management*

The implementation of SBM requires effective leadership abilities. The effectiveness of the principal's role in implementing SBM, namely 1) the possible use of new or revised materials (instructional resources such as curriculum materials or technologies), (2) the possible use of new teaching approaches (ie new teaching strategies or activities), (3) and the possible alterations of beliefs (eg pedagogical assumptions and theories underlying particular new policies or programs) [23].

#### *B. The Roles of Transformational Leadership of the School Principal in the Implementation of School-based Management*

Transformational leadership is a process, where leaders and followers stimulate one another to create a high level of morality and motivation that is associated with their main tasks and functions [24]. In line with that transformational leadership can be interpreted as a form of leadership, which serves to change the status quo by appealing to followers' values and their sense of higher purpose, (transformational leadership is a form of leadership that plays a role in changing the status quo by understanding subordinates' interests and needs / higher goal) [25]. The leadership always strives to create a family atmosphere within and between teachers / employees by protecting and supporting each other to strengthen a beneficial vision [26].

So the principal's transformational leadership is a leadership approach that influences changing awareness by understanding the needs of school members, inspiring enthusiasm to achieve higher school goals, without pressure, which is carried out by the school principal as a functional teacher who is given additional duties as the highest leader in the school and has the primary responsibility for coordinating and directing school activities.

As for the characteristics of transformational leaders are (1) identifying themselves as agents of change, (2) brave people, (3) trusting people, (4) driven by values (value driven), (5) lifelong learners, (6) has the ability to overcome complexity, obscurity and uncertainty, and (7) visionaries. Since the leadership has a lot of function, so it is reasonable when it has influence to the school based management for 21.1% [27].

On the basis of qualified leadership, there are many leadership competencies obtained from school principals that have an influence on the success of school-based management. Androniceanu mentioned several leadership competencies that can be used in order to highly strengthen understanding of school-based management such as managing efficient organization and coordination of resources, engaging communication tailored for each audience, and empowering and accountability development for every employee.

#### *C. The Roles of Supervision in the Implementation of School-based Management*

Supervision, both managerial and academic supervision, is a very important factor in the implementation of school-based management. Managerial supervision provides a very meaningful contribution to school principals in implementing school-based management for the achievement of the eight national education standards[28]. In addition, the following research has also proven that the supervision carried out by supervisors also contributes to the implementation of school-based management [29,30].

#### *D. The Roles District Office of Education in the Implementation of School-based Management*

The juridical basis of the District Office of Education in implementing school-based management is Government Regulation Number 17 of 2010 articles 28-38 which regulates the management of education by district/city governments. Article 30 states that the district/city government directs, guides, supervises, coordinates, monitors, evaluates, and controls the organizers, units, levels and types of education in the regency/city concerned in accordance with regional policies in the field of education..

#### *E. The Roles of the School Committee in the Implementation of School-based Management*

School/Madrasah Committees are independent institutions formed and play a role in improving the quality of services by providing consideration, direction and support of personnel, facilities and infrastructure, as well as education supervision at the level of the education unit [31] which has the main task of helping to maintain education in schools in their capacity as

consideration, program support, controllers, and even mediators. To advance education in schools, school committees assist schools in organizing teaching and learning processes, school management, school institutions, school facilities and infrastructure, education funding, and coordinating the participation of all levels of society. His position as a school partner.

School's committee is an independent institution consisting of parents of students, school communities, and community leaders who care about education. The committee's concern can be by providing assistance in direction, consideration, and conducting academic supervision to and against the principal/madrasah.

**II. METHODS**

The study uses a quantitative correlational method because it aims to determine the contribution of one variable to another. The data sources used in this study are primary data sources and secondary data sources. Primary data sources include elements of the school principal, teachers, school committee members, supervisors, and elements of the District Education Office. This research was conducted at the State and private junior high schools in the city of Padang Panjang. The study population numbered 233 out of 6 schools. Sampling is done by stratified proportional random sampling technique, from the results of sample withdrawal obtained a sample of 78 respondents.

The research instrument that will be used is a validated questionnaire, interview guidelines and documentation. The

research data were processed using path analysis to determine the contribution of each variable to the implementation of SBM in junior secondary schools in Padang Panjang City. The analysis can be used to measure the the influence of one or more independent variables on other dependent variables.

**III. RESULTS AND DISCUSSION**

The data analysis of the responses of the respondents in the Junior Secondary School at Padang Panjang on the variables measured will be discussed related to the contribution of supervision, the role of the local government, school committee, transformational leadership to school-based management.

The results of the study indicate that, The contribution of supervision to the principal transformational leadership is 92.5%; The contribution of the role of local government to the principal transformational leadership is 8.2%; The school committee's contribution to the principal's transformational leadership is 12%; The contribution of supervision to the success of school-based management is 23.8%; The contribution of the role of the school committee to school-based management is 6.7%; The contribution of the principal's transformational leadership to school-based management is 13.2%;

The results of the analysis among variables can be seen in the figure below:

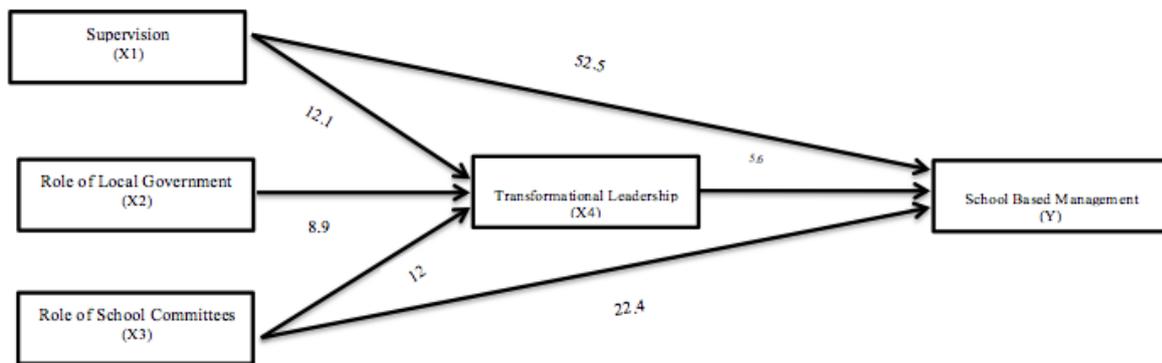


Fig. 1. Contribution of supervision, the role of local government, school committee, and principals' leadership to the implementation of school-based management

The analysis and results of the study indicate that, the contribution of supervision to the principal's transformational leadership is said to be dominant at 12.1%; This condition is closely related to supervision and leadership that are both carried out by the principal in the framework of the successful implementation of school-based management; School principal as a supervisor as

well as a leader would be responsible for the success of school-based management. Eventhough some researchers do not show the contribution coefficient of supervision to the leadership[32], they firmly correlate the supervion to the leadership on their studies[33].

The role of local governments in the transformational leadership of principals at 8.9% can be said to be

relatively small. This shows that the role of the regional government in the administration of education in the area concerned still needs to be improved in order to be even more optimal. The role of the District Office of Education actually been stated in Government Regulation Number 17 of 2010, namely directing, guiding, supervising, coordinating, monitoring, evaluating, and controlling the organizers, units, levels, and types of education in the regions concerned [34].

The role of the school committee in the principal's transformational leadership by 12% also shows that the school committee needs to be upgraded in order to truly be able to empower the resources available in the school in order to succeed the principal's leadership which in the end is to improve the implementation of school-based management. The role of the school committee has also been regulated by Regulation of the Minister of Education and Culture Number 75 of 2016 concerning School Committees[35].

The contribution of supervision to the success of school-based management by 52.5% shows that supervision plays an important role in the implementation of school-based management. Sari's study showed that supervision was one of the keys to the successful implementation of school-based management [36].

The role of school committees in contributing the success of school-based management is 22.4%; This role shows that the existence of a school committee is very much needed by the school. Septiana, et al's research shows that there are several strengths that school committees have in supporting the implementation of school-based management, including: (a) activeness of committees in school programs, (b) committee readiness in following up on problems, (c) clear division of work of school committee management and (d) good coordination exists between school members, parents, and among school committee administrators [37]; Other studies have shown the role of school committees as advisory, supporting, controlling and mediating agencies to succeed in school-based management [38]; Another study conducted by Purwandari showed that school committees had an influence on the success of SBM by 21.1%.

The contribution of the principal's transformational leadership to school-based management by 16% can be said to be quite large, but needs to be increased; Junaidi's research findings indicate that the principal's transformational leadership contributes to the implementation of school-based management [39].

Among the variables, the contribution of supervision to school-based management (52.5%) is the highest variabel compared to the others. Then it is followed by the role of school committee to SBM (22.4%), transformational leadership to SBM (16%), supervision to transformational leadership (12.1%), the role of school committee to transformational leadership (12%), and the role of local government to transformational leadership (8.9%).

#### IV. CONCLUSION

Several things that can be concluded from the discussion and findings above are as follows. All variables studied were factors that contributed to the successful

implementation of school-based management in junior high schools in Padang Panjang City.

Supervision carried out by the principal is the highest factor that is key to the success of school-based management, then it is followed by the role of the school committee to SBM, transformational leadership to SBM, supervision to transformational leadership, the role of school committee to transformational leadership, and the role of local government to transformational leadership;

The three main keys to the successful implementation of school-based management are supervision, the role of the school committee and the role of the city government. For this reason it is suggested that the implementation of school-based management in Padang Panjang City be able to succeed optimally, the supervision of the school principal, the role of the school committee and the city government need to be increased.

#### ACKNOWLEDGMENT

The success of this research was based on assistance from various parties. Therefore, the researchers would like to express their deepest gratitude to the Rector of Universitas Negeri Padang through the Head of the Research Centre of Universitas Negeri Padang, and the Dean of Faculty of Education Universitas Negeri Padang, for providing funds and supports, so that this research can be carried out optimally. We would also like to thank to Adek Febriyanti and Usti Ba'di Fitrillah as magister students who fully take part on the research, as well as all school principals and respondents who help the success of the research. Without help all those parties the research would not reach best and optimally.

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