

The Influence of School Committees and School Principals Leadership on the Quality of Education

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ABSTRACT

Knowing and providing a description of the influence of school committees and principals on the quality of education, partially and simultaneously in SMP Negeri in Mesuji Makmur is the purpose of conducting this research. To achieve these objectives, the researchers used quantitative descriptive research methods. Data obtained through questionnaires and documentation of relevant matters. The research was carried out in accordance with the scientific stage, in order to obtain the results that the school committee partially had a positive and significant effect on the quality of education. The results of this research indicated that the principal through his leadership also has a positive and significant influence on the quality of education. Simultaneous testing also reveals that the school committee and the principal can simultaneously have a positive and significant influence on the quality of education in SMP Negeri in Mesuji Makmur.

Keywords: School Committee, School Principal, Quality of Education

1. INTRODUCTION

In Quality education is everyone's dream, to achieve it is not an easy matter. Creating quality education cannot be done only with passionate speeches and plans but without action. Good planning is important to create quality education. However, it is also very important to implement the plan supported by other components.

A school principal has a big responsibility in the context of implementing learning in the school he leads. The principal has a big role in creating quality education, for this reason a school principal must be equipped with complex competencies [1]. In order to achieve quality education, it is important to understand the definition of education as stipulated in the constitution of the Republic of Indonesia.

Regarding education, Indonesia has regulated separately in Law Number 20 of 2003 concerning the National Education System [2]. The affirmation of the definition of education in the law is stated as a conscious and planned effort to create an atmosphere of learning and the learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and skills needed by himself, the community, the nation and the State [2].

The definition of education as stipulated in the law has provided confirmation that everything that is done must have the aim of developing the potential of students. That way, a leader, namely the principal, must be able to define technically to achieve this. To emphasize the principal of the school, it can be seen in the Regulation of the Minister of Education and Culture Number 6 of 2018 which states that the principal is a teacher who is assigned the task of leading and managing a certain educational unit [3].

The principal is concerned with leadership in carrying out his duties and making direct relationships between people. Therefore, the conditions that must be met by someone who is elected or appointed as the principal must have the ability to carry out duties and the ability to foster good relations with all school personnel [4].

School principals are required to have the ability to guide, mobilize and encourage and direct people in educational institutions, namely achieving educational goals that have been formulated previously [5]. At least, there are three kinds of skills that a school principal must have, conceptual skills, namely skills to understand and operate organizations; human skills, namely skills to work together, motivate and lead; and technical skills are in using knowledge, techniques, and equipment methods to accomplish certain tasks [6].

Colleagues from school principals are school committees, as representatives of student guardians in accommodating and conveying aspirations to educational implementers in schools. School committees are formed to be in accordance with applicable regulations, as stated in the Regulation of the Minister of Education and Culture Number 75 of 2016 concerning School Committees, especially in paragraph (3) that the school committee is an independent institution formed to carry out its role, especially regarding the optimization of quality in the service sector education through giving consideration, providing instructions on matters relating to the implementation of tasks, providing support both morally and materially, and finally carrying out supervision of educational institutions known as education units [7].

The emergence of the school committee as a work unit that can accommodate and convey the aspirations of the community in the implementation of education at the level of a certain educational unit. The school committee can be optimized, especially regarding the active role of the community (parents or guardians of students) in providing quality education. Suggestions and input from the community regarding the conditions of education and the direction of education that must be carried out are very much needed for schools to become an evaluation and input so that the quality of education that everyone desires can be conveyed. To meet these needs, of course it cannot be done directly, every parent or guardian must meet with the school every day. Because of that, a special work unit was formed which was tasked with conveying and channeling these aspirations to the school. This work unit is currently known by the community as the school committee [8].

The School Committee is located in each school as specifically regulated in this regard, the school committee has an active function in improving the quality of education services, and the school committee carries out its functions in a cooperative, democratic, independent, professional and accountable manner.

Similar research has been conducted by several researchers. The leadership of the principal and school committee had a positive influence on teacher performance [9]. This research is a reference for researchers to confirm and ensure that these results can also be generalized to other objects.

To support the researcher's reasons for conducting this research, preliminary research or preliminary observations are conducted first. In the observations made, the researcher found symptoms or indications that the quality of education in schools was assumed to be influenced by the school committee and the principal. However, preliminary information obtained states that the committee's activities have not been clearly seen in supporting the quality of education so that the collaboration between the principal and the school committee has not been felt significantly. Likewise, in the aspect of giving awards and sanctions, it is believed that it has not been carried out objectively because from the results of the recapitulation of teacher attendance

there are still less than 90% of teachers present. The affirmation can also be seen in the learning administration which is not available on time, as an indication that the quality of learning has not been optimally organized.

2. METHODS

This research was conducted at a State Junior High School in Mesuji Makmur District, Ogan Komering Ilir Regency. The research was carried out from June to December 2020. The quantitative research methodology is the right method to use.

Judging from the variables used in this study, the suitable method is quantitative research methods. Quantitative research methods are defined as research methods based on the philosophy of positivism, used to examine specific populations or samples, sampling techniques are generally carried out randomly, data collection uses research instruments, data analysis is quantitative / statistical with the aim of testing hypotheses that have been determined [10].

There are 70 samples representing 178 populations. The sample was obtained through purposive sampling technique. To obtain research data, questionnaires, documentation and observation were used. The analysis was performed through simple and multiple linear regression.

3. RESULTS AND DISCUSSION

The research conducted has obtained data and tested that the data is normally distributed and there are no symptoms of heteroscedasticity. Therefore, the requirements for testing through parametric statistics have been met.

The first hypothesis tested, obtained the results of the t-count for the school committee variable of 5.167 > t-Table, namely 1.995 which means that the alternative hypothesis (H_a) for testing hypothesis 1 is accepted. Therefore, it is stated that the school committee has a positive and significant influence on the quality of education at the State Junior High Schools in Mesuji Makmur District, Ogan Komering Ilir Regency. The correlation coefficient or the magnitude of the relationship between the school committee and the quality of education is 53.1%, and is included in the category of a fairly strong relationship. The determinant coefficient or the magnitude of the influence of the school committee variable on the quality of education is 28.2% which means it has a low effect.

For the second hypothesis, the t-count value of 7.696 is obtained for the principal variable. From this value, it is interpreted at the value of t-Table which is equal to 1.995, which means t-count > t-table; 7.698 > 1.995. Based on this, it is concluded that the alternative hypothesis is accepted, which means that the principal has a positive and significant effect on the quality of education in SMP Negeri in Mesuji Makmur District, Ogan Komering Ilir Regency. The correlation

coefficient or the magnitude of the relationship between the principal and the quality of education is 68.2%. The magnitude of the relationship is in a fairly close category. The determinant coefficient or the magnitude of the influence of the principal's variable on the quality of education in SMP Negeri in Mesuji Makmur District, Ogan Komering Ilir Regency is 46.6% and is included in the category of high enough influence.

Simultaneous testing states that $F\text{-count} > F\text{-Table}$ is 3.134, which means that there is a positive and significant effect of the school committee and school principals on the quality of education in SMP Negeri in Mesuji Makmur District, Ogan Komering Ilir Regency. As much as 68.7% jointly with the school committee and school principals have a relationship with the quality of education thus it is included in the category of a fairly close relationship. The school committee and school principals jointly influence the quality of education in SMP in Mesuji Makmur District, Ogan Komering Ilir Regency by 47.2% and are included in the category of high enough influence.

The Influence of The School Committee on the Quality of Education

The results of the study which stated that the school committee had a positive and significant influence on the quality of education provided support for several previous studies. School committees played an important role in improving the quality of education [9]. School committee has an active participation in the implementation of learning as an indicator of good quality education [11].

The Influence of The Principal on The Quality of Education

Likewise, with the effect of the principal on the quality of education as evidenced by this research. The principal is able to play an important role in optimizing the quality of education [12]. An important description of the role and function of school committees in improving the quality of education also found by some previous studies [13], [14]. A school principal as a leader who has a leadership spirit will be able to mobilize potential resources to be more optimal [15], [16].

The influence of school committees and school principals on the quality of education

Leadership of the principal is able to have an effect on the effectiveness of learning, so that the principal is able to have another impact, namely optimizing the quality of education [17]. This is in accordance with the achievements obtained through this research.

Therefore, a school principal as the highest leader in the school institution must actively collaborate with the school committee. Because this process can help optimize the quality of education being held. So, the

dream of quality education can certainly be achieved immediately

4. CONCLUSION

The results of data analysis and processing as well as discussion of the findings of this study indicate that: 1) The school committee has a positive and significant influence on the quality of education; 2) The principal variable has a positive and significant effect on the quality of education; 3) The school committee and school principal variables together have a positive and significant effect on the quality of education at the State Junior High Schools in Mesuji Makmur District, Ogan Komering Ilir Regency.

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