

The Performance of School Leader Elements as Impact of the Implementation of Regional School Operational Assistance (Bosda) Policy

Suheni

Study Programs of Guidance and Counseling
STKIP PGRI Sumbar
Padang, Indonesia
suheni@stkip-pgri-sumbar.ac.id

Zulkifli

Study Programs of Guidance and Counseling
STKIP PGRI Sumbar
Padang, Indonesia
zulkifli@stkip-pgri-sumbar.ac.id

Jaenam

Study Programs of Citizenship Education
STKIP PGRI Sumbar
Padang, Indonesia
jaenam@stkip-pgri-sumbar.ac.id

Septya Suarja

Study Programs of Guidance and Counseling
STKIP PGRI Sumbar
Padang, Indonesia
septyasuarja@stkip-pgri-sumbar.ac.id

Abstract—*The performance of school leader elements needed to get special attention, because it had an effect on the quality of learning service in empowering the optimal teacher. Incentive was one of the factors that affected the quality of the performance of school leader elements, therefore the government of Padang City gave special attention through the implementation of Bosda policy. The purpose of this study was to describe the impact of Bosda policy implementation on the performance of school leader elements of Public SMP in Padang City. This research focused on descriptive and analytical. The sample was 62 respondents that were determined randomly. The data were analyzed using SPSS software. The results showed that the performance of school leader elements was in good category (76,46%), and the implementation of Bosda policy was in quite good (76,17%). Bosda had a significant impact on the performance of school leader elements (7,1%) in improving the quality of learning service. The performance of school leader elements can be enhanced through the implementation of Bosda policy. Therefore, Bosda needed to be implemented continuously by always trying to improve its governance especially in the aspect of the implementation of follow up in the evaluation of the improvement of school leader elements performance to realize the optimal learning service through the teacher empowering as a result of the implementation of Bosda policy.*

Keywords—*Bosda; The Performance of School Leader Elements*

INTRODUCTION

The success in the realization of the quality of learning service needs to pay attention to the improvement of welfare in the form of appropriate rewards. A. D. Timpe [1] states that to change and improve someone's performance there must be

rewards, because people will change if they see any rewards, such as increases of salary, increases of responsibilities, praise, and special tasks. As E. A. Locke and G. P. Latham [2] theory opined that a satisfied worker will produce more and use this as a basis for relating motivation, job satisfaction and performance. Further, B. J. Keitany [3] states that the provision of welfare is a source of income and satisfaction that tends to increase their productivity because they are motivated and happy.

In improving welfare as an effort to improve the quality of learning services is required a strategy of sustainable school development from the government. In this case, V. T. Fadeyi, A. O. Sofoluwe, and R. A. Gbadeyan [4] found that there was a significant relationship between teacher salary, promotions and students achievement. If the attention is paid to welfare, it will bring about a positive development in the education system. It is recommended that welfare schemes are essential for policy makers and educational administrators. They also recommended that teachers were placed on a meaningful salary scale and given the opportunity to get better training in their various disciplines so that they can achieve better performance. In line with [4], F. Luthans [5] argues that welfare schemes are strategies used to motivate teachers to get better job performance. These can include salary increases, gratuities, regular promotions, ensuring job security, and building good relationships among teachers.

Related to this, N. Frances, S. Denis, and O. Vincent [6] in his research examining how the provision of school welfare affects teacher performance. Their research findings showed that school administrators only provide welfare programs

that have a direct bearing on task accomplishment. Second, the teacher performance is high especially on inspection management, timeliness, and co-curricular activities. Third, the school welfare benefits are not significant to improve the teacher performance. They conclude that the provision of school welfare will affect the teacher performance positively if they are committed to work mutually and administrators meet the diverse needs of teachers.

The regulation set by the government of Padang City in addressing the issue is the decision of Regulation of Mayor of Padang (PERWAKO) Number IA by 2015 about Regional School Operational Assistance (*Bantuan Operasional Sekolah Daerah*, Bosda) [7]. The budgeted policies of Bosda are prioritized for operational activities consisting of personnel expenditure, goods and services expenditures, as well as for academic and non academic extracurricular activities in order to improve the quality of learning services.

Based on the above phenomenon, the purpose of this study is to describe the impact of Bosda policy implementation on the performance of the elements of school leadership (principals, vice principals and homeroom teachers) in empowering teacher to improve the quality of learning services. While, the performance of nonpermanent teachers, nonpermanent employees and the extracurricular activities financed by Bosda were not discussed in this study.

THEORETICAL STUDY

The execution of someone duty is a term of performance because it means the same as the process of working. According to Sulistiyani [8], a someone performance is a combination of ability, effort, and opportunity that can be judged from his work. Meanwhile, Rosidah [9] suggests that "performance is the process of carrying out the tasks assigned to him based on skill, experience, and sincerity, as well as time". Both theories view the performance from the point of view of an action that has been done so that it can be said that the performance is the result of the overall action done based on the planning that has been prepared. Furthermore, Mangkunegara [10] states that performance (work performance) is the result of work both quality and quantity achieved by an employee in performing their duties in accordance with the responsibilities given to him. Such opinions interpret the performance as the real work of someone who can be seen, counted, and can be recorded at the time of acquisition.

Based on the above opinion, it can be concluded that the performance is a task undertaken in implementing learning services based on its position. The performance discussed in this study is limited specifically to the performance aspects of the school leader elements that receive Bosda, including principals, vice principals and homeroom teachers based on their position in realizing an optimal learning service.

The performance of school leader elements in the learning service is inseparable from the formulation of vision, mission, and school goals. The growth and the development of the school performance quality is in line with the growth and the development of their performance quality. Some experts define the term of the performance of school leader elements based on the viewpoint of each. Mulyasa [11] defines leadership as an activity to influence people who are directed towards the achievement of organizational goals. Soepardi in [11] defines leadership as "the ability to move, influence, motivate, invite, direct, counsel, guide, order, command, ban and even punish (if necessary), and foster with the intention that humans as a media management willing to work in order to achieve administrative goals effectively and efficiently.

Specifically, the performance in leading a school is the realization of an effective school in providing learning services. The elements of the school leaders performance are the quality and quantity of work, responsibility to work, creativity and teamwork. A schools will demonstrate an effective performance if leaders are able to instill role as implementer, initiator, and unifier and can create a vibrant working atmosphere, responsible, and oriented to the completion of work.

Based on the definitions above, it can be concluded that the performance of the school leadership elements is its performance in leading related to the process of influencing others to do something voluntarily to achieve the goals. The most important element is the leaders behavior toward their personnel. The indicators are motivating educators, educating teachers, being model, delegating authority to educators, and communicating with educators.

Education policy is the whole process and outcome of the formulation of educational strategic stages outlined from the vision, mission of education in realizing the achievement of educational goals in a society within a certain period of time. Zulkifli, Suheni, and Jaenam [12] states that education policy is the initiatives mostly by governments that determine the direction of an educational system and increase the quality of life of a people. The educational policy of the government of Padang City in the form of Regulation of Mayor of Padang Number IA by 2015 about Regional School Operational Assistance (*Bantuan Operasional Sekolah Daerah*, Bosda), and Decision of Mayor of Padang Number 82 by 2015 about the amount of Bosda. This policy is the realization of quality education policy by financing operational activities consisting of personnel expenditure, goods and services expenditures, as well as for academic and non academic extracurricular activities. Incentives nominal provided for junior high school as in the following table:

TABLE I. INCENTIVES NOMINAL PROVIDED FOR JUNIOR HIGH SCHOOL

No	Category	Nominal (Rp)/Month
1	Principal	500.000,-
2	Vice Principal	300.000,-
3	Homeroom Teacher	150.000,-
4	Nonpermanent Teacher	40.000,-/hour/month
5	Nonpermanent Employees	1.000.000
6	Extracurricular Activities	1.000.000

Bosda is only helpful and relieves the burden of costs, namely easing the operational costs of the school, while the other costs for the student's needs are still borne by the central government. Bosda is a service that aims to meet the needs of society and educational actors in order to feel satisfied with the quality of expected learning services.

A policy or rule is not rigid, because there must be room to improve if necessary after the formulation. Hoy and Miskel as cited by N. S. Okoroma [13] believes that "policy is not only formulated but also programmed, communicated, monitored and evaluated". The nonrigid nature of policies is confirmed by Lindblom as quoted by [13] when he describes policy-making as a "process of successive approximation to some desired objectives in which what is desired itself continues to change under reconsideration". Thus it can be concluded that the policy of Bosda is the process of planning, implementation, and evaluation as well as follow-up of Bosda management in realizing an optimal learning service based on a certain period of time.

RESEARCH METHODOLOGY

This research method was descriptive and analytical. Descriptive and analytical methods focus on the problem as it is when the research is conducted; the results are then processed and analyzed to be drawn conclusions (Sugiyono, [14]). The sample of research taken as much as 10% from the number of population that was 62 respondents of school leader elements who receive Bosda in Public Junior High School of Padang City which were determined randomly. The details are as follows:

TABLE II. THE POPULATION AND THE SAMPLE OF THE STUDY

No	Respondents	Population	Sample 10%
1	Principal	40	4
2	Vice Principal	116	12
3	Homeroom Teacher	461	46
Sum			62

The data were collected by using the instrument of the performance of the school leader elements, the

policy of Bosda and its impact in the form of Likert scale and the data were analyzed by the formula of percentage and tested the analysis requirements by using SPSS software.

FINDINGS AND DISCUSSIONS

Empirical data indicate that the performance of the school leadership elements is influenced by the implementation of Bosda policy. Based on 37 items of the instrument of school leader elements performance, so the minimum ideal score that can be achieved is 37 and maximum score is 185. From the respondent's answer obtained the lowest score was 125 and the highest score was 163, average score was 141,45, median was 142, mode was 143 and standard deviation was 9,229. The calculation results showed that the difference of mean score, median and mode does not exceed one standard deviation. This means that the frequency distribution of data was normal.

TABLE III. THE FREQUENCY DISTRIBUTION OF THE PERFORMANCE OF SCHOOL LEADER ELEMENTS

Interval Class	fo	%fo	fk	%fk
160-166	2	3,23	2	3,23
153-159	5	8,06	7	11,29
146-152	12	19,35	19	30,64
139-145	18	29,03	37	59,67
132-138	16	25,81	53	85,48
125-131	9	14,52	62	100,00
Total	62	100,00		

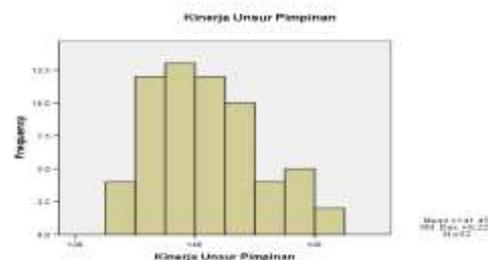


Fig. 1. Histogram of the Performance of School Leader Elements

Table 3 shows that the performance of school leaders elements is in good category 76,46% from the ideal score). This finding is in line with Soepardi's opinion in [11] that leadership as ability to achieve administrative goals effectively and efficiently. Mangkunegara [10] states that performance is the result of work both quality and quantity achieved by an employee in performing their duties in accordance with the responsibilities given to him. The elements of the school leaders have shown the quantity and quality of performance well viewed from enjoying the job, eager to do the job, the self-esteem, being innovative, and having strong impetus to move forward, in turn will show dynamic leadership and

able to provide exemplary to the teachers in efforts to invite, guide, and nurture the teachers for the success of education in school.

Findings on Bosda policy indicate that the instrument item was 31, then ideally the minimum score that can be achieved is 31 and the maximum score is 155. From the respondent's answer obtained the lowest score was 99 and the highest score was 137, the average score was 118,06, median was 117,50, mode was 112, and standard deviation was 7,971. This means that the frequency distribution of data was normal.

TABLE IV. THE FREQUENCY DISTRIBUTION OF BOSDA POLICY

Interval Class	fo	%fo	fk	%fk
134-140	2	3,23	2	3,23
127-133	7	11,29	9	14,52
120-126	18	29,03	27	43,55
113-119	18	29,03	45	72,58
106-112	14	22,58	59	95,16
99-105	3	4,84	62	100,00
Total	62	100,00		

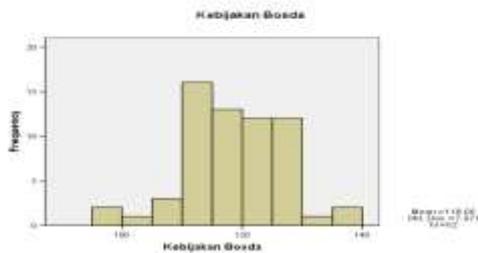


Fig. 2. Histogram of Bosda Policy

The table above shows that the Bosda policy is in quite good category (76,17% of the ideal score). Based on this finding, the indicators of the implementation of follow-up in the implementation of Bosda policy received less attention from the Bosda management (education authorities), because the data showed that the indicator was not good. Hoy and Miskel as quoted by [13] believe that “policy is not only formulated but also programmed, communicated, monitored and evaluated”. Lindblom as quoted by [13] believes that a wise policy makers cannot expect all their policies to achieve a hundred percent success. Regardless of how good a policy may be, its implementation may introduce some element of imperfection. A good Bosda policy is evident from comprehensive planning, systematic implementation, thorough evaluation and follow-up of the realization of the policy.

Meanwhile, to know the impact of Bosda policy on the performance of the school leadership

elements was done normality, linearity, and hypothesis testings. The summary of the results of correlation analysis of Bosda policy with the performance of school leader elements can be seen in Table 5.

TABLE V. THE SUMMARY OF RESULTS OF THE BOSDA CORRELATION ANALYSIS WITH SCHOOL LEADERS ELEMENTS PERFORMANCE

Relation	Correlation Coefficient (r)	Determination (r ²)	Sig.
Bosda Policy with the Performance of School Leader Elements	0,266	0,071	0,036

The calculation result shows that the correlation coefficient between Bosda policy and the performance of school leaders element is 0,266 with Sig. 0,036 < alpha 0,05. Based on the results of this calculation, it can be explained that the policy of Bosda correlated positively and very significantly with the performance of school leaders elements, with the coefficient of determination is 0,071.

Furthermore, to determine the form of the relationship, whether it is predictive or not was done simple regression analysis. From the result of analysis obtained the model of regression equation $\hat{Y}=105,043+0,308X$. Then this equation tested its significance and linearity with F test through Anova Regression. The summaries of the calculations can be seen in Table 6.

TABLE VI. THE TEST OF THE REGRESSION EQUATION OF BOSDA POLICY WITH THE SCHOOL LEADER ELEMENTS

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	368,571	1	368,571	4,582	0,036
Residual	4826,783	60	80,446		
Total	5195,355	61			

The calculation results in Table 6 above indicate that the value of $F_{observed} = 4,582$ with signifikansi $0,036 < \alpha 0,05$. This means that the model of regression equation $\hat{Y}=105,043+0,308X$ is significant and linear at 95% confidence level. Furthermore, the significance test of regression coefficient with t test. The summary of regression coefficient significance test results is presented in Table 7.

TABLE VII. THE SUMMARY OF REGRESSION COEFFICIENT SIGNIFICANCE TEST OF BOSDA POLICY WITH THE PERFORMANCE OF SCHOOL LEADER ELEMENTS

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	105,043	17,048		6,162	0,000
Bosda Policy	0,308	0,144	0,266	2,140	0,036

Based on Table 7, it is known that the value of t_{observed} of regression coefficient is 2,140, with significance of $0,036 < \alpha 0,05$. This means that the regression coefficient of 0,308 is significant in the 95% confidence level and can serve as a predictor for knowing the relationship or contribution between the Bosda Policy and the Performance of School Leader Elements.

Thus, the hypothesis about the Bosda policy on the performance of the school leader elements has been empirically tested at 95% confidence level. Furthermore, it is interpreted that Bosda policy can be used to predict the performance of school leadership elements. The impact of Bosda policy implementation is 7,1% on the performance of the school leaders elements. This finding correlates with the opinion of N. Frances, et.al. [6] who concludes that the provision of school welfare will affect teacher performance positively if teachers are committed to work mutually and administrators meet the diverse needs of teachers. Related to this, F. Luthans [5] argues that welfare schemes are strategies used to motivate teachers to achieve better performance. The implementation of Bosda policy is the provision of welfare in the form of incentives to elements of school leaders that positively impact on their performance in improving the quality of learning services.

CONCLUSION

It was found that the performance of the school leader elements was in good category, and the implementation of Bosda policy had been done quite well. While, the performance of school leader elements was significantly influenced by the implementation of Bosda policy. In relation to these findings, the implementation of Bosda policy needs to be implemented continuously. This study is limited to the perspective of school leader elements, therefore it is recommended for further research to study the perceptions of stakeholders in the implementation of Bosda policy. The results of this study imply that the implementation of Bosda needs to be realized in a sustainable manner.

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