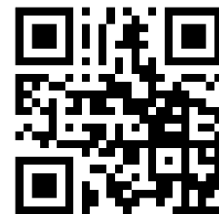


The Influence of Principal Leadership, Teacher Performance, Role of School Committees and Organizational Culture on the Implementation of School-Based Management in High Schools and Vocational Schools in Ende Regency, East Nusa Tenggara Province



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ABSTRACT : The aim of this research is to describe the Principal's Leadership, Teacher Performance, Principal's Role and SBM Implementation, analyze the influence of Principal Leadership, Teacher Performance and the Principal's role simultaneously on the implementation of school-based Management, analyze the influence of Principal Leadership, Teacher Performance and Role The School Committee has a partial impact on the Implementation of School-based Management and finds out which of the Principal's Leadership, Teacher Performance and the role of the School Committee have a dominant influence on the Implementation of School-based Management in High Schools and Vocational Schools in Ende Regency. This research method is descriptive with a quantitative approach. The population in this study was 250 respondents. The sampling technique used random sampling so that the total sample in this study was 154 respondents. Data analysis techniques use descriptive analysis and multiple linear regression analysis. The results of this research show that Principal Leadership, Teacher Performance, Role of School Committees and Organizational Culture simultaneously influence the Implementation of School-Based Management, there is a partial influence of the variables Principal Leadership, Teacher Performance, Role of School Committees and Organizational Culture on the Implementation of School-Based Management and The Organizational Culture variable has a dominant influence on the Implementation of School-Based Management in Ende Regency High Schools and Vocational Schools.

KEYWORDS: Principal Leadership, Teacher Performance, Role of School Committees, Organizational Culture and Implementation of School-Based Management.

I. INTRODUCTION

Globalization and free markets humans are faced with uncertain changes, like "fisherman on the high seas" who can get lost if they don't have a compass as a guide to act and navigate them. This condition has resulted in questions from the public about the relevance of education to the development demands of local communities, meaning that the relationship is not linear between education and the world of work or "one to one relationship", where what happens in the workforce is difficult to follow by education, resulting in gaps (Mulyasa, 2018).

Laws Number 22 and 25 of 1999 concerning Regional Autonomy, followed by Law no. 20 of 2003 concerning the National Education System, Article 51 paragraph (1) reads, "Management of early childhood education, basic education and secondary education units is carried out based on minimum service standards with school-based management principles, which directly influence planning, implementation and education Evaluation. If previously education management was a central authority with a top-down or centralized paradigm, then with the enactment of this Law the authority shifted to city and district governments with a bottom-up or decentralized paradigm in the form of school empowerment.

The implementation of School-Based Management requires achieving and improving the quality of education, making it a hope, desire, demand and view that not everyone can fulfill, so this requires a professional school principal. School principals in Indonesia are not yet considered professional managers, because their appointment is not based on professional ability and

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education but rather on experience as a teacher. The World Bank report also suggests that one of the causes of the decline in the quality of school education in Indonesia is the lack of professionalism of school principals as education managers at the field level (Mulyasa, 2011: 42).

The successful implementation of School Based Management cannot be separated from the organizational culture that is created by each individual in the school. Amiruddin et al in the book School Based Management states that one of the factors that influences the implementation of School Based Management is organizational culture, which grows and develops and is embraced by school residents and also proven by Junaidi, (2017) showing that organizational culture has a positive influence on the implementation of School-Based Management in Islamic boarding schools in Agam Regency. Natalia et al., 2019's research on the role of school principals in implementing School-Based Management at SMPN 4 Bilah Hulu is in the good category. because the conclusion is that the percentage of the principal's role in implementing School Based Management at SMPN 4 is overall good, while Kencoro's 2008 research entitled the role of the principal in implementing School Based Management at MTS Negeri Piungan can be categorized as still in the short term period, because in At this stage, the school invites all staff and school committees to formulate the vision and mission of the madrasa and take responsibility for the progress of the madrasa together, however, the madrasa principal is not firm in socializing the implementation of School Based Management so that many school stakeholders do not fully understand School Based Management. Good.

Hana Titisari (2011), regarding the role of school committees in the implementation of School-Based Management at SMAN 3 Semarang city, stated that it was quite good, meaning that the committee had carried out its role optimally in the implementation and management of school education, while Marni (2014) regarding the empowerment of school committees in the Implementation of Management School-based at SDN Bulukantil Jebres Surakarta has not been implemented well due to the problem of limited time, funds and committee management staff. The aim of this research is to describe the Principal's Leadership, Teacher Performance, the Principal's Role and the Implementation of School-Based Management, to analyze the influence of Principal Leadership, Teacher Performance and the Principal's role simultaneously on the implementation of school-based Management, to analyze the influence of Principal Leadership, Teacher Performance and the role of the School Committee in particular on the Implementation of School-based Management and find out which of the Principal's Leadership, Teacher Performance and the role of the School Committee have the dominant influence on the Implementation of School-based Management in High Schools and Vocational Schools in Ende Regency.

II. RESEARCH METHODS

The method used in this research is descriptive with a quantitative approach. The population in this research was 250 respondents. The sampling technique used random sampling so that the total sample in this study was 154 respondents. Data analysis techniques use descriptive analysis and multiple linear regression analysis.

III. RESULTS AND DISCUSSION

A. Results

The results of data analysis in this research are as follows:

1. Multiple linear regression analysis

To determine the influence of the principal's leadership, teacher performance, the role of the school committee and organizational culture on the implementation of School Based Management and to determine which independent variable has the most dominant influence on the dependent variable in this research. This test uses the SPSS Version 25.0 program which is shown in the table below:

Table 4.30 Multiple Regression Calculation of Principal Leadership (X1), Teacher Performance (X2), Role of the School Committee (X3) and Organizational Culture (X4) on the Implementation of School-Based Management (Y)

Variable	Regression Coefficients	t _{count}	Significance	Information
X1	0,201	3,749	0.000	Significance
X2	0,055	0,746	0.457	No Significance
X3	0,120	1,899	0,059	Significance
X4	0,573	8,559	0.000	Significance
Constant	-2.695			

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R Square	0.659	
Adjusted R square	0,650	
R	0,812	
F count	72,074	
Significance. F	0,000	
N	154 Respondent	
Dependent variable = (Y)		
F table = 2.37		
T table = 1,975		

Source: Primary data processed in 2022

In line with the data presented in table 4.30, it is known that the multiple linear regression constant value is -2.695 and the regression coefficient value for Principial Leadership is 0.201, Teacher Performance is 0.055, the Role of the School Committee is 0.120 and the Organizational Culture regression coefficient value is 0.573 which is formulated into a multiple linear regression equation, namely:

$Y = a + b_1X_1 + b_2X_2 + b_3X_3 + b_4X_4 + e_i$, and the form of the equation is:

$$Y = -2,695 + 0,201x_1 + 0,055x_2 + 0,120x_3 + 0,573x_4 + e_i$$

Where:

Y = Implementation of School Based Management

X1 = Principial Leadership

X2 = Teacher Performance

X3 = Role of the School Committee

X4 = Organizational culture

b_1, b_2, b_3, b_4 = Regression Line Coefficients

e_i = Residual Error

The meaning of Multiple Linear Equations contains implications namely:

- The constant is -2.695 if the Principal's Leadership, Teacher Performance, Role of the School Committee and Organizational Culture do not exist (X1,
- Regression Coefficient X1 (Principial Leadership) 0.201 and has a positive sign, meaning there is a unidirectional influence, if there is an increase in this variable it will tend to be followed by an increase in the Implementation of School-Based Management and vice versa
- Regression coefficient X2 (Teacher Performance) 0.055 and has a positive sign, meaning there is a unidirectional influence, if there is an increase in the independent variable it will have a tendency to be followed by an increase in the Quality of Education and vice versa.
- Regression coefficient X3 (Role of the School Committee) 0.120 and has a positive sign, meaning it has a unidirectional influence, if there is an increase in the independent variable it will have a tendency to be followed by an increase in the Implementation of School Based Management and vice versa.
- Regression coefficient X4 (Organizational Culture) 0.573 and has a positive sign, meaning there is a unidirectional influence, if there is an increase in the independent variable it will have a tendency to be followed by an increase in the Implementation of School-Based Management and vice versa.
- The coefficient of determination is 0.659
- It has the implication that the variables Principial Leadership, Teacher Performance, Role of the School Committee and Organizational Culture can explain the Implementation of School-Based Management in High Schools and Vocational Schools in Ende Regency, East Nusa Tenggara Province by 65.9% and the remaining 35.1% is contributed by other variables that were not measured in this research.

2. Hypothesis Testing

a) First Hypothesis Test

With the help of Analysis of Variance in analyzing the results of processed data using the SPSS version 25.0 application, the following data was obtained:

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Table 4.31 F Test Results for Principal Leadership, Teacher Performance, Role of Committees and School Culture on Implementation of School-Based Management.

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Significance.
1	Regression	2506.903	4	626.726	72.074	.000 ^b
	Residual	1295.642	149	8.696		
	Total	3802.545	153			
a. Dependent Variable: Y.Total. Implementation of School Based Management						
b. Predictors: (Constant), X4.Total. Organizational Culture, X3.Total. Role of the School Committee, X1.Total. Principal Leadership, X2.Total. Teacher Performance						

Source: Primary data processed in 2022

Using the F test, the first hypothesis states that the Principal's Leadership, Teacher Performance, the Role of the School Committee and Organizational Culture, simultaneously have a significant influence on the Implementation of School-Based Management.

Table 4.31 shows that the calculated $F = 72.074$ and the probability is 0.000 because the probability value is $< \alpha 0.05$, so the independent variable has an effect on the dependent variable. With this, the variables Principal Leadership, Teacher Performance, Role of the School Committee and Organizational Culture, simultaneously have a significant influence on the Implementation of School-Based Management in SMA and SMK Ende Regency, East Nusa Tenggara Province as proven in statistical calculations with $\alpha = 5\%$

b) Second Hypothesis

The second hypothesis states that partially the Principal's Leadership, Teacher Performance, the Role of the School Committee and Organizational Culture do not have a significant effect on the Implementation of School-Based Management using the t test. The influence of the coefficients of the independent variable and dependent variable is shown in the following table:

Table 4.32 Partial Regression Coefficient Test

Variable	t count	t table	Significance	Information
Principal Leadership	3,749	1,975	0.000	Significant
Teacher Performance	0,746	1,975	0.457	Not significant
Role of the School Committee	1,899	1,975	0,059	Significant
Organizational culture	8,559	1,975	0.000	Significant

Primary data sources processed in 2022

c) Third hypothesis

Table 4.33 Regression Coefficient Test Results for Dominant Variables

riable	B	t count	t table	Significance	A	Information
Principal Leadership	0,201	3,749	1,975	0.000	0,05	Significant
Teacher Performance	0,055	0,746	1,975	0.457	0,05	Not significant
Role of the School Committee	0,120	1,899	1,975	0,059	0,05	Significant
Organizational culture	0,573	8,559	1,975	0.000	0,05	Significant

Primary data sources processed in 2022

Presenting the data calculations in Table 4.33, it is found that the principal's leadership coefficient = 0.201, Teacher Performance = 0.055, the Role of the School Committee = 0.120 and the Organizational Culture coefficient = 0.573, with this it is found that teacher performance has no effect on the Implementation of School-Based Management and Principal Leadership is not a variable. Dominant influence on MBS Implementation. In line with the explanation from the table above, the dominant variable influencing the Implementation of School-Based Management in Ende Regency High Schools and Vocational Schools is the Organizational Culture Variable and is proven statistically with $\alpha=5\%$.

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B. Discussion

1. Principal Leadership Teacher Performance Role of Committees and Organizational Culture in the Implementation of School-Based Management in High Schools and Vocational Schools in Ende Regency, East Nusa Tenggara Province.

Based on the results of the analysis, it is known that the Principal's Leadership, Teacher Performance, the Role of the School Committee and Organizational Culture simultaneously have a significant influence on the Implementation of School-Based Management in Ende Regency High Schools and Vocational Schools as seen from the significant value of $0.000 < 0.05$ or $\alpha = 5\%$. This is in line with research conducted by Gusman Gabe and Sahara Siregar which states that Principal Leadership, Teacher Performance and the Role of School Committees have a positive or significant impact on the Effectiveness of School-Based Management in MAN Medan City.

In his leadership, the school principal is expected to be able to carry out his role as an educator, manager, administrator, supervisor, leader, innovator and motivator, abbreviated as EMASLIM, Mulyasa, (2018:98). The implementation of these roles, duties and functions cannot be separated from each other because they are interrelated and influence each other, and are integrated into the person of a Principal. So in implementing School Based Management the Principal is "the key person" for improving the quality of education in schools, meaning that the Principal is responsible for managing and empowering the various potentials of the community and parents in realizing the vision, mission and goals of the school.

The School Committee is a working partner of the school, which jointly encourages the participation of school members and the community and provides input to the school in accordance with the aspirations of the community that have developed. Koswara (2011:200) as a school partner, the roles carried out by the school committee include being a consideration body, supporting body, controlling body and as a liaison/mediator body.

A strong organizational culture can help educational institutions provide certainty for all components to develop together in order to create good quality education and be oriented towards achieving educational success in an institution in accordance with the concept of School-Based Management or vice versa. This statement is strengthened by the research results of Junaidi (2017) stated that organizational culture has a positive or significant influence on the implementation of School-Based Management in Agam Regency Islamic boarding schools.

2. The Influence of the Principal's Leadership on the Implementation of School-Based Management

Based on the results of data analysis in this study, it shows that the Principal's Leadership partially has a significant influence on the Implementation of School-Based Management in SMA and Vocational Schools in Ende Regency, East Nusa Tenggara Province, as evidenced by a significant value of $0.03 < 0.05$ or $\alpha = 5\%$. These findings are supported by the results of research by Nela Seriyanti (2021) which states that the School Head's Leadership has a significant influence on the implementation of School-Based Management at SMA Country 1 Padang. These results are in line with the opinion of Usman (2019: 140) stating that the school principal's leadership is a leader who is able to direct, guiding and bringing his subordinates to achieve school goals.

The reality on the ground through observations and interviews with several educational staff states that the implementation of School Based Management in Ende Regency High Schools and Vocational Schools has been going well, this is proven by the answers of 154 respondents who agreed to the leadership role of school principals as administrators with an average of 4.47%, namely every school year. New school principals always hold teacher work meetings (RAKER) at high schools and vocational schools in Ende district. The explanation of these findings is in line with Mulyasa (2017: 107) who stated that leadership in school-based management is related to the problem of principals in increasing opportunities to hold effective meetings with staff. education in a conducive situation.

3. The Influence of Teacher Performance Variables on the Implementation of School-Based Management

Based on the results of the analysis, it shows that the teacher performance variable partially has no significant effect on the implementation of school-based management in high schools and vocational schools in Ende Regency, East Nusa Tenggara Province, seen from the significant value level of $0.457 > 0.05$ or $\alpha = 5\%$. These results are in line with research by Maljumaldi (2017) which states that teacher performance does not have a significant influence on the implementation of School-Based Management at SMPN 1 Binjai City. These results are also reinforced by the opinion of Sari (2017) who explains that any improvement efforts made to improve the quality of education will not make a significant contribution without being supported by professional and qualified teachers.

4. The Influence of the Role of School Committees on the Implementation of School-Based Management

Based on the results of data analysis, it is proven that the role of the School Committee partially has a significant influence on the implementation of school-based management in high schools and vocational schools in Ende Regency, East Nusa Tenggara Province, seen from the significance value of $0.059 < 0.05$ or $\alpha = 5\%$. These results are supported by research by Gusman Gabe

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(2020) which states that the role of school committees has a significant influence on the effectiveness of School-Based Management in MAN Medan City and in line with the opinion of Pantjastuti (2008:80-81) which reveals that school committees and schools have their own independence but remain partners who must work together in line with the School Based Management concept

5. The Influence of Organizational Culture Variables on the Implementation of School-Based Management

Based on the results of data processing, it is proven that Organizational Culture partially has a significant effect on the Implementation of School-Based Management in High Schools and Vocational Schools in Ende Regency, East Nusa Tenggara Province, as evidenced by a significant value of $0.000 < 0.05$ or $\alpha = 5\%$. These results are supported by research by Condro Budi Susetyo (2013) which states that organizational culture has a positive or significant impact on the implementation of school-based management at State Vocational Schools in Kendal Regency. These results mean that the better the school's organizational culture, the implementation of School-Based Management will increase, p. This is also in line with Chance (2009:63) who states that school organizational culture is like a tree with deep roots which functions as the life force of the school, which is reflected in rules and regulations, as well as decision-making and communication systems.

6. Dominant Influence

Based on multiple linear regression analysis, it is known that the coefficient value of each variable is as follows: Principal Leadership variable (X1) = 3.749, Teacher Performance variable (X2) = 0.746, School Committee Role variable (X3) = 1.899 and Organizational Culture variable (X4) = 8.559, it can even be seen from the significance level < 0.05 , namely that the Principal Leadership variable (X1) has a significant value of $0.000 < 0.05$, the Teacher Performance variable (X2) has a significant value of $0.457 > 0.05$, the Role of the School Committee variable (X3) significant value $0.059 < 0.05$ and Organizational Culture Variable (X4) with a significant level of $0.000 < 0.05$. So the conclusion is that the variable that has the most dominant influence on the Implementation of School-Based Management variable in SMA and SMK Ende Regency is the Organizational Culture variable.

IV. CONCLUSION

Based on the findings and existing explanations, the following conclusions can be drawn;

1. The independent variables namely Principal Leadership, Teacher Performance, Role of School Committees and Organizational Culture simultaneously influence the Implementation of School-Based Management in SMA and SMK Ende Regency. This means that the higher the productivity of the Principal's Leadership, Teacher Performance, the Role of the School Committee and Organizational Culture, the higher the Implementation of School-Based Management in Ende Regency High Schools and Vocational Schools.
2. The findings show that the four independent variables include; Principal Leadership, Teacher Performance, Role of School Committees and Organizational Culture do not partially influence the Implementation of School Based Management, where there is one variable that does not partially influence, namely; the Teacher Performance variable (X2), while the Principal Leadership variable (X1), the School Committee Role Variable (X3) and the Organizational Culture Variable (X4) partially influence the Implementation of School-Based Management, thus it can be concluded that there is no partial influence on the Principal Leadership variable. Teacher Performance, the Role of School Committees and Organizational Culture in the Implementation of School-Based Management in Ende Regency High Schools and Vocational Schools.
3. The research results show that the Organizational Culture variable has a dominant influence on the Implementation of School-Based Management.

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