



The influence of principal leadership and teachers' professionalism on the effectiveness of school-based management at state elementary schools of keluang district

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ABSTRACT

This study aimed to analyze the influence of principal leadership and teachers' professionalism on the effectiveness of school-based management at State Elementary Schools of Keluang District. The data of this study were collected by distributing questionnaires to respondents. Then they were analyzed by using multiple regression analysis through the t test, F test, and determination coefficient test. Population of the study was 308 Public Elementary School teachers of Keluang District. The sampling technique used was probability sampling. Thus, the sample in the study was 174 teachers of Elementary Schools of Keluang District. The results of the study found that: 1) there was a significant influence of principal leadership on the effectiveness of school-based management at state elementary schools of Keluang District; 2) there was a significant effect of teacher professionalism on the effectiveness of school-based management at state Elementary Schools of Keluang District; 3) there was a significant influence of principal leadership and teacher professionalism simultaneously on the effectiveness of school-based management at state Elementary Schools of Keluang District.



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Introduction

The elements that influence the success of the educational process can be summarized into two components, namely components that originate within the individual who is learning, and components that originate from and outside the individual. The components contained in an individual are grouped into two subcomponents, namely the psychological component and the physical component. [1] Components that come from outside the individual are needed management (management) to direct educational goals. The successful management of these components will improve the quality of the process and the quality of educational outcomes .

This quality improvement of course can be measured through improvements in the efficiency and effectiveness of education. One form of education management that is often used and known in Indonesia is School Based Management (MBS). As an alternative form of schooling offered by the government in the decentralization program in education is School Based Management (SBM)..

[2] SBM has the main objectives as stated by Suryosubroto (2014: 205) as follows 1) Socializing the basic concepts of school-based quality education management, especially to the community; 2) Obtaining

input so that the management concept can be implemented easily in accordance with the environmental conditions of Indonesia which have cultural diversity; 3) Increase knowledge of the school community and individuals who care about education, especially improving the quality of education; 4) Motivating the school community to appear to think about improving the quality of education; and 5) Raising awareness of the school community to participate actively and dynamically in the success of improving the quality of education.

The effectiveness of SBM implementation in schools is influenced, one of which is determined by the leadership of the school principal. Principals who perform well are demonstrated in the management abilities of principals who are able to 1) describe existing resources to provide adequate support for teachers, teaching materials and maintenance of good facilities; 2) allow sufficient time for management and coordination of the instructional process; 3) communicate regularly with staff, parents, students and the community concerned. Thus, the effectiveness of the implementation of school-based management is determined by the managerial leadership of competent school principals who generally have the knowledge, skills, attitudes, performance and work ethics in accordance with the duties and responsibilities as school principals (Permendiknas Number 16 of 2007 concerning Qualification and Competency Standards. Teacher).

[3] Principals with high professionalism will certainly have a major influence on the progress of an educational institution. [3] This requires strong principal leadership. The school principal as a leader who will lead the school towards the goals that lead to the achievement of school quality as targeted. Engkoswara and. The principal is the key to the success and progress of improving the quality of the school. This is because the school itself is an educational institution organization that must have a qualified leader. A quality leader should be able to lead the school towards the goals in accordance with the vision and mission, and be able to overcome the various obstacles faced. The principal must also be able to regulate the physical environment to motivate teachers to be able to do assignments optimally. Creating a pleasant work atmosphere. Providing encouragement with direction and support to teachers and giving awards to teachers will all raise the spirit of the performance of all school stakeholders [5].

Based on Permendiknas No. 16/2007 describes academic qualification standards and teacher competencies, professional competence includes 1) mastering the material, structure, concepts, and scientific mindset that supports the subject being taught; 2) master the competency standards and basic competences of the subjects being handled; 3) develop creative learning materials; 4). develop professionalism in a sustainable manner by taking reflective action; 5) utilize information and communication technology to develop the profession.

Therefore, teacher competence is a basic requirement for a teacher. The position of teacher is a professional position, which must work professionally. Professional teachers are teachers who have the competencies required to be able to carry out their duties properly in carrying out the functions and goals of the school. [3] the implementation of prerequisite policies to increase the competence of educators in schools is very important because educators are the spearhead in implementing education in schools. These prerequisites include communication, resources, disposition of executive attitudes, and bureaucratic structures.

This research was conducted at Elementary Schools of Keluang District. The researcher chose the location because of the consideration that the research site had adequate resources and infrastructure that could support the implementation of this research. Based on preliminary observations made by the researcher on March 20, 2020, it was found that some teachers already had high professional competence. This could be seen where the teacher had deep mastery of the material that must be taught along with the methods, so that it could guide students to achieve predetermined competency standards. However, from the results of the researchers' preliminary observations, there were still teachers who had not shown professionalism in carrying out their duties and responsibilities, such as teachers who were late in teaching, did not have complete learning tools, did not have learning media as a means of explaining learning material, lack of coordination between the principal and the teacher.

This showed that teachers do not have a high commitment to teaching, mastering, and developing learning materials, discipline, creativity in teaching implementation, cooperation with all school members, leadership who are role models for students, good personality, honesty in carrying out responsibilities. against its duties. Even though teachers have a very important role in improving the quality of learning. As suggested by [6] teacher professionalism plays an important role in developing the quality of students.

Teacher professionalism is an important aspect in realizing effective school-based management. However, from the results of observations, the researcher assesses that some school principals have not been able to create a harmonious and conducive work atmosphere which is the absolute requirement for implementing school-based management (SBM). From the results of preliminary observations, the researchers considered that the principal leadership did not yet have a vision and transformation in carrying out its

managerial functions. Even though the principal with his leadership model is expected to be able to develop and change his subordinates in accordance with the values that are the basis of philosophy, beliefs, attitudes, traditions, procedures and expectations relating to efforts to improve the implementation and realization of effective schools.

In addition, some school principals of Keluang District were still unable to optimize existing resources due to a lack of understanding and mastery of competencies which showed that school principals still did not have the ability and orientation in leadership and managerial competencies where the principal had the ability to plan, organize, communicate, motivate subordinates, direct and supervise (control) of school activities where the principal functions as a manager.

The problems that arise in the leadership of school principals today are due to the inadequate efforts to increase the professionalism of managerial leadership dynamically and focus on community needs. Lack of special training on school management. Do not understand the level of management and skills required by the principal, namely conceptual skills needed by top managers; Human skills (human skills) and technical skills are more needed by operational managers, which greatly affect the effectiveness of the implementation of school-based management (SBM) in elementary schools of Keluang District.

Based on the description above, the researcher felt it was important to carry out deeper research with the title, "The Influence of Principal Leadership and Teachers' Professionalism on the Effectiveness of School-Based Management at State Elementary Schools of Keluang District."

Method

This type of research was quantitative research. According to [8] Research that is focused on the study of objective phenomena to be studied quantitatively. The data collection research was conducted quantitatively. This research method used the partial correlation method, partial correlation is used for analysis or hypothesis testing if the researcher intends to know the effect or relationship of the independent variable with the dependent, where one of the independent variables is controlled (made fixed) [7].

The population in this study were all State Elementary teachers of Keluang District, amounting to 308 people. The determination of the number of samples was done by means of calculations by using the Slovin formula. The formula was used to determine the sample size at a rate of 5%.

The Slovin formula used was as follows:

$$n = \frac{N}{1 + Ne^2}$$

Based on the above calculation, the sample obtained was 174 respondents. The number of samples that had been obtained was then divided into 24 schools so that the determination of the number of samples in each school had the same proportion. Data collection techniques in this study were through questionnaires, documentation and observation.

Results and Discussions

Normality Test

Normality test in this study was carried out by using the Kolmogorov Smirnov Test (Z) technique.

Table 1 <Normality Test Result>

	Statistic	Kolmogorov-Smirnov ^a		Sig.
		df		
Kepemimpinan	.085	174		.064
Profesionalisme	.116	174		.270
Efektifitas_MBS	.091	174		.053

From the normality test result, it was found that the Sig. Kolmogorov Smirnov-z for the variable MBS-effectiveness was 0.053; sig value leadership variable was 0.064; and the sig value of teacher professionalism variable was 0.053. The sig value were greater than 0.05, it can be concluded that the data of the research variable were normally distributed.

Linearity Test

Linearity test was used to determine whether the existing regression equation was a linear equation or a non-linear equation. The linearity test was carried by using the value of the sig. on Deviation from linearity.

Table 2. Linearity Test Result

Correlation	Sig. Dev from Linearity
X1 to Y	0.061
X2 to Y	0.306

The sig value obtained from the linearity test between the principal leadership variable (X1) - MBS effectiveness (Y) was 0.241. Because the value of $0.241 > 0.05$, the relationship between the two variable was linear. While the significance value obtained from the linearity test obtained from the teacher professionalism linearity test (X2) - MBS Effectiveness (Y) was 0.547. Because the value of $0.547 > 0.05$, the relationship between the two variables was declared linear.

Hypothesis Testing Results

The hypohotesis testing was conducted by calculating the formula of t-test and F-test manually with the help of Microsoft office excel.

1. The Influence of Principal Leadership on the effectiveness of school-based management at State Elementary Schools of Keluang District.

Based on the t test calculations, it was found that $t\text{-count} = 6.411$ and $t\text{-table} = 1.97393$, then $t\text{-count} > t\text{-table}$ which meant H_0 was rejected and H_a was accepted or it was concluded that partially there was a positive and significant influence between the leadership of the principal on the effectiveness of SBM. School-based management in this study was a school community work process by applying the principles of autonomy, accountability, participation, and sustainability to achieve quality education and learning goals.

The results of this study indicate that Hypothesis H_{01} was rejected and Hypothesis H_{a1} was accepted or in other words, the Principal Leadership variable partially affected the effectiveness of school-based management at State Elementary Schools of Keluang District. That was, if the principal leadership had been adjusted to its characteristics, namely: (a) As an evaluator, measuring the attendance, craft and personality of teachers, education staff, school administrators and students; (b) As a manager, carry out the process of planning, organizing, mobilizing and coordinating; (c) As an administrator, controlling the organizational structure and carrying out substantive administration including curriculum administration, student affairs, personnel, finance, facilities, public relations, and general administration; (d) As a supervisor, providing guidance or guidance to teachers and education personnel; (e) As a leader, mobilizing others to carry out their duties properly as expected by the leadership in order to achieve goals; (f) As an innovator, implementing reforms to the implementation of education in the school being led; g) As a motivator, providing motivation to teachers and education personnel increased, the effectiveness of school-based management at State Elementary Schools of Keluang District would also increase and vice versa if the Principal Leadership decreased, the effectiveness of school-based management at State Elementary Schools of Keluang District would also decrease.

The results of simple linear regression analysis found that there was an influence between the leadership of the principal on the effectiveness of school-based management at State elementary schools of Keluang District. Analysis of the coefficient of determination obtained by the efficiency of determination of R Square (R^2) of 0.193, which meant that the Principal Leadership (X1) was able to influence the effectiveness of school-based management Principal Leadership Elementary Schools of Keluang District (Y), which contributed 19.3%. The direction of the relationship was positive because the value of r was positive, meaning that the higher or better the Principal leadership, the higher the effectiveness of school-based management at State Elementary Schools of Keluang District. It can be concluded that the higher or better the Principal Leadership, the higher the effectiveness of school-based management at State Elementary Schools of Keluang District.

The results of this study which found that there was an influence of the Principal Leadership on the effectiveness of school-based management at State Elementary Schools of Keluang District were also in line with the opinion of [9] stated that school principals with high professionalism will

certainly have a major influence on the progress of an educational institution. This requires strong principal leadership. The school principal as a leader who will lead the school towards the goals that lead to the achievement of school quality as targeted. [10] also stated that educational leadership is a process of influencing, coordinating and driving the behavior of others and making changes in a more positive direction in striving for educational success. The principal is the key to the success and progress of improving the quality of the school. This is because the school itself is an educational institution organization that must have a qualified leader. A quality leader should be able to lead the school towards the goals in accordance with the vision and mission, and be able to overcome the various obstacles faced. The principal must also be able to regulate the physical environment to motivate teachers to be able to do assignments optimally. Creating a pleasant work atmosphere. Providing encouragement with direction and support to teachers and giving awards to teachers will all raise the spirit of the performance of all school stakeholders [5].

The results of this study also support the results of previous research conducted by Mbuik (2019) which stated that there is a direct influence of principal leadership on the implementation of SBM as indicated by the linear regression equation $X = 12.32 + 0.947$. This equation provides information that the average addition of one principal leadership score will be followed by an increase of 0.947 in the SBM implementation level score. The price of the correlation coefficient (r) is 0.849; while the path coefficient (p) is $0.538 > 0.05$, which means that the principal leadership has a direct effect on the application of MBS.

2. The Influence of teachers' professionalism on the effectiveness of school-based management at State Elementary Schools of Keluang District

The results of the coefficient analysis obtained t-count of 2.253. Hypothesis testing criteria If the statistical t-count \geq t-table, then H_a was accepted and if the t statistic $<$ t table, then H_a was rejected. It was known that t table = 1.97393, thus the statistic t-count $>$ t-table, then H_a was accepted.

Teacher professionalism in this study was the ability of teachers to educate, teach, guide, direct, train, assess and evaluate students, had an innovative vision and action and had sufficient competence to convey teaching material appropriately so that students could receive lessons well. .

The results of this study indicate that Hypothesis H02 was rejected and Hypothesis Ha2 was accepted or in other words, the variable teacher professionalism partially affects the effectiveness of school-based management at State elementary schools of Keluang District. That was, if the professionalism of teachers in this study as indicated by indicators 1) identifying deficiencies, weaknesses, difficulties, or problems experienced by him; 2) establish a program to increase the ability of teachers to overcome deficiencies, weaknesses, difficulties; 3) formulating the objectives of the learning program; 4) determine and design learning materials and media; 5) establish forms and develop assessment instruments; 6) compile and allocate learning programs to conduct assessments; 7) implementing follow-up to students increased, the effectiveness of school-based management at State Elementary Schools of Keluang District would also increase and vice versa if the professionalism of teachers decreased, the effectiveness of school-based management at State Elementary Schools of Keluang District would also decrease.

[11] Describes professional competences, namely competencies that must be mastered in relation to the implementation of their main teaching duties. The teacher has the task of directing student learning activities to achieve the expected competencies and professional competence are the various abilities needed to be able to manifest themselves as professional teachers, which include skills or expertise in their field, namely mastery of the materials they must teach and their methods, so that they can guide students to achieve competency standards that have been determined.

The results of simple linear regression analysis found that there was an influence between teacher professionalism on the effectiveness of school-based management at State Elementary Schools of Keluang District. Analysis of the coefficient of determination obtained by the efficiency of determination R Square (R^2) of 0.029, which meant that teacher professionalism (X_2) was able to influence the effectiveness of school-based management at State Elementary Schools of Keluang District (Y), which contributes 2.9%. The direction of the relationship was positive because the value of r was positive, meaning that the higher or better the professionalism of the teacher, the higher the effectiveness of school-based management at State Elementary Schools of Keluang

District. It can be concluded that the higher or better the professionalism of the teacher, the higher the effectiveness of school-based management at State Elementary Schools of Keluang District.

The results of this study also support the results of previous research conducted by [13] which stated that teacher professionalism affects the implementation of School Based Management. This means that if teacher professionalism is improved, the implementation of School Based Management will run well.

Thus, the professional competence of teachers which includes the ability to master subject matter broadly and deeply which includes the ability of teachers to master academic study materials, scientific research and preparation of scientific works, professional development, and understanding of educational insights and foundations are needed to realize the management of educational institutions that are effective through school-based management (SBM).

3. The Influence of principal leadership and teachers' professionalism simultaneously on the effectiveness of school-based management at State elementary schools of Keluang District

The results of the F-test calculations, it was known that F_{count} was 20,719. Hypothesis testing criteria if $F_{count} \geq F_{table}$, then H_a was accepted and vice versa if F statistic $< F_{table}$, then H_a was rejected. It was known that F_{count} was 3.90 $F_{count} \geq F_{table}$, then H_a was accepted.

The results of simple linear regression analysis found that there was an influence between teacher professionalism on the effectiveness of school-based management at State Elementary Schools of Keluang District. Analysis of the coefficient of determination obtained by the efficiency of determination R Square (R^2) of 0.029, which meant that teacher professionalism (X_2) was able to influence the effectiveness of school-based management at State Elementary Schools of Keluang District (Y), which contributes 2.9%. The direction of the relationship was positive because the value of r was positive, meaning that the higher or better the professionalism of the teacher, the higher the effectiveness of school-based management at State Elementary Schools of Keluang District. It can be concluded that the higher or better the professionalism of the teacher, the higher the effectiveness of school-based management at State Elementary Schools of Keluang District.

The results of this study also support the results of previous research conducted by Junaidi (2017) which stated that teacher professionalism affects the implementation of School Based Management. This means that if teacher professionalism is improved, the implementation of School Based Management will run well.

Thus, the professional competence of teachers which includes the ability to master subject matter broadly and deeply which includes the ability of teachers to master academic study materials, scientific research and preparation of scientific works, professional development, and understanding of educational insights and foundations are needed to realize the management of educational institutions that are effective through school-based management (SBM).

Conclusions

Based on the findings and discussion of this study, it can be concluded as follows: 1) There was a significant influence of the principal leadership on the effectiveness of school-based management at State Elementary Schools of Keluang District. 2) There is a significant effect of teacher professionalism on the effectiveness of school-based management at State Elementary Schools of Keluang District. 3) There is a significant influence of principal leadership and teacher professionalism together on the effectiveness of school-based management at State elementary schools of Keluang District.

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