



# Analysis of School Committee's Role and Principal's Performance on Elementary School Quality

Amar<sup>1\*</sup>, Suad, Slamet Utomo<sup>2</sup> & Jakkrapan, Suttiyaporn<sup>3</sup>

<sup>1,2</sup>Master of Elementary Education, Muria Kudus University, Central Java 59327, INDONESIA

<sup>3</sup>Hatyai University, Songkhla 90110, THAILAND

\*Corresponding author Email: [amarsuryadharma2@gmail.com](mailto:amarsuryadharma2@gmail.com)

Received 06 September 2021; Accepted 18 October 2021; Available online 02 November 2021

**Abstract:** The purpose of this study was to analyze the magnitude of the influence of School Committee's, the Principal's Performance and the influence of School Committee's Role along with Principal's Performance on elementary school quality at Mejobo Kudus. This research is non-experimental and ex post facto type. The population of this study were 368 teachers. The sampling technique in this study was conducted by cluster random sampling. From the research obtained the results that school committee's role impact positively, Principal's performance impact positively to. The school committee's role and principal's performance are simultaneously has significant effect on school quality.

**Keywords:** School committee role, principal performance, school quality

## 1. Introduction

The central issue of national education is improving the education quality, equitable distribution of education, the relevance of education, and the effectiveness of education. The education quality is a problem which become the main agenda to be resolved in education development policies, because only with education quality, can be obtained qualified graduates who are able to build themselves, their families, society, the nation and the state.

The quality of national education in education units can be measured based on National Education Standards (SNP) as stipulated in Government Regulation Number 32 of 2013. The scope of national education standards includes the content standards, process standards, competency standards for graduates, and details. Educators and Education Personnel Standards, Facilities and Infrastructure Standards, Management Standards, Financing Standards, and Education Assessment Standards (Kemedikbud, 2016).

The quality assurance system has not been implemented yet at the education unit level for all levels. Mapping of school quality based on school self-evaluation data covering all elements of the 8 National Education Standards has not been carried out. Mapping the school quality is the basis for compiling plans for improving the school quality, as a basis for preparing plans for improving the quality of management, quality of learning and quality of infrastructure to achieve quality learning outcomes in accordance with National Education Standart. Schools must maintain the quality of education because it will be related to public trust and remain consistent in global competition (Burhanudin et al., 2018; Hanif et al., 2020a; 2020b).

National education quality control is carried out through evaluation, accreditation and certification. Therefore, the school quality can be seen from the level of accreditation a school has obtained from the National Accreditation Board (BAN-S/M, 2009). Improving the school quality cannot be separated from community participation. Law Number 20 of 2003 concerning the National Education System states that the community has the right to participate in the planning, implementation, monitoring and evaluation of education programs. In addition, the community is obliged to provide resource support in the provision of education.

Furthermore, the community plays a role in improving the quality of education services which includes planning, monitoring, and evaluating education programs through the education board and school/madrasah committee. School/madrasah committees, as independent institutions, are formed and play a role in improving the quality of services by providing consideration, direction and support for personnel, facilities and infrastructure, as well as educational supervision at the educational unit level.

\*Corresponding author: [amarsuryadharma2@gmail.com](mailto:amarsuryadharma2@gmail.com)

<https://www.arsvot.org/> All right reserved.

Herwan, Aswandi & Chiar (2018) concluded that the school committee has a role as a liaison, advisory agency, support agent, control agent or as an intermediary agent (mediator agent). The School Committee is a refinement and expansion of the partnership and communication agency between schools and the community (Nnebedum et al., 2018). The school committee is expected to become a school partner who can accommodate and channel community aspirations and initiatives in creating operational policies in school education programs (Sinaga, 2017).

Suminar & dun Utsman (2010) argues that the school committee formed is actually independent, independent, but in its implementation it has not shown the expected performance. The implementation of the transformation of the school committee concept requires a gradual process from time to time, starting at the level of realizing the need for the school committee's function to both the community and education providers as an opportunity for community participation in the education sector. The next level disseminates the concept of public involvement in school committees to the community and education providers. After that, education providers carry out consultations with the community to get input in the process of determining their policies, collaborating all the potential that exists in the community synergistically in the form of suggestions with the implementation of education in deciding policies. At the highest level is the achievement of a sense belonging that the school committee become forum for solving common problems faced in the delivery of education.

Nowadays efforts to improve the quality of education are continuously carried out by various parties in the context of developing human resources and developing national character. The role of the principal is expected to be able to optimize the quality of the school. Lestari, Florentinus, & Sudana (2019) explains that principal leadership can be defined as a leader who is able to influence members to perform entrusted tasks who have been in leadership roles and functions and are able to communicate well in work teams and maintain social relationships or maintain togetherness and mutual understanding in realizing effective and efficient school goals.

Liswiana, Nurkolis, & Abdullah (2018) detailed the role of the principal at least to be able to function as an educator, manager, administrator, supervisor, leader, innovator, and motivator. Several roles that can support the improvement of school quality include (1) the role of the principal as a supervisor is to compile a supervision program, carry out a supervision program and take advantage of the results of supervision, where supervision includes planning, implementation and follow-up. In addition, the supervision is expected to help educators, in carrying out various processes whose end goal is the quality of the school, so the principal is required to work as hard as possible. (2) the role of the principal as a leader, the principal has the right to invite him to implement the vision and mission program. In improving the quality of schools, the principal must work hard in managing human resources so that they are able to achieve the expected goals.

Based on the description above, researchers are interested in the quality condition of elementary schools (SD) in the Mejobo District Kudus Regency. From the initial observations made by the researchers in Mejobo District, the following facts were found. First, the School Committee basically is still limited to held meetings with school principals, school committees, community leaders and teachers regarding planning in the context of making School Program Plans (RPS) and and School Budget Work Plans (RKAS). Second, School Committee's Role also varies, some have functioned in accordance with their roles and functions, and conversely, there are those that only serve as a stamp on the programs decided by the school. Third, the principals performance also varies, especially in terms of cooperation with school committees.

From these preliminary observations, the researcher wanted to examine how School Committee's Role along with Principal's Performance on elementary school quality. This research is outlined in a thesis entitled "Analysis of School Committee's Role and Principal's Performance on Elementary School Quality at Mejobo District Kudus Regency".

## 2. Research Methods

This research belongs to a non-experimental correlational research and is *ex post facto* type. Aspects that will be analyzed in this study are the magnitude of the influence of the independent variable school committee's role ( $X_1$ ), the principal's performance ( $X_2$ ), on the dependent variable, namely school quality (Y). The population of this study was 368 teachers, spread across 46 public and private elementary schools in the Mejobo District, Kudus Regency. The sampling technique in this study was conducted by *cluster random sampling*, obtained sample from 48 respondents.

The research data were collected through questionnaires and documentation study. The questionnaire was used to collect primary data, in the form of a respondent's assessment of the school committee's role, the principal's performance, and the school quality in the research area. Meanwhile, the documentation study is used to collect secondary data to strengthen primary data. The data analysis technique in this study used simple correlation analysis techniques and *multiple regression analysis* with the help of the SPSS program. The stages of the analysis include: (1) analysis requirements test; (2) classical assumption test; (3) descriptive analysis; and (4) hypothesis testing.

### 2.1 Data Source

The research data was taken from the school committee, the principal and teachers in the Mejobo District, totaling 276 people. Then the sample collection from each cluster in the Mejobo district was determined. The results of the sampling were found eight elementary school scrolls in each cluster as the research sample, namely Primary School number 5

Japan from Gugus Diponegoro, Primary School number 1 Gulang from Gugus Kartini, Primary School number 1 Japan from Gugus Sultan Agung, Primary School number 1 Temulus from Gugus Dewi Sartika, Primary School number 1 Golantepus from Gugus Ahmad Yani, Primary School number 1 Kesambi from Gugus Yos Sudarso, Primary School number 3 Adiwarno from Ki Hajar Dewantoto Group, and Primary School number 3 Golantepus from Pattimura Cluster. Each school was taken by 6 respondents so that the total sample of the study was 48 respondents.

## 2.2 Data Collection Technique

The research data were collected through a questionnaire and documentation study. The questionnaire was used to collect primary data, in the form of a respondent's assessment of the role of the school committee, the performance of school principals, and the quality of schools in the research area. Meanwhile, the documentation study is used to collect secondary data to strengthen primary data.

## 2.3 Test Analysis Technique

The data analysis technique in this study used simple correlation analysis techniques and multiple regression analysis with the help of the SPSS program. The stages of implementing the analysis include: (1) analysis requirements test; (2) classical assumption test; (3) descriptive analysis; and (4) hypothesis testing.

## 3. Results and Discussion

The Influence of the School Committee's Role on School Quality.

The results of the variable regression equation for the role of the school committee on school quality can be seen in Table 1. Based on Table 1, it is known that the *Sig.* to influence the role of the school committee ( $X_1$ ) the quality of schools ( $Y$ ) of  $0.001 < 0.05$  and  $t_{count} > 3.737$   $t_{table}$  1.67943, so that it can be concluded that there is significant school committee ( $X_1$ ) the quality of schools ( $Y$ ). From the table above, the regression equation  $Y = 332,958 + 3,658X_2$  also formed. From this equation, it can be interpreted that the influence of the school committee role variable on school quality is positive. This can be seen from the regression coefficient of 3.658 which is positive, indicating that the influence of the school committee's role variable on school quality is positive. This condition implies that the better the role of the school committee, the better the quality of the school.

**Table 1: Simple Regression Test Results Variable School Committee Role on School Quality**

<i>Coefficients<sup>a</sup></i>						
<i>Model</i>	<i>Unstandardized Coefficients</i>		<i>Standardized Coefficients</i>	<i>t</i>	<i>Sig.</i>	
	<i>B</i>	<i>Std. Error</i>	<i>Beta</i>			
1	(Constant)	-		-		
		332,958		2,662	.011	
	Role of the School Committee	3,658	.979	.483	3,737	.001

*a. Dependent Variable: School Quality*

To determine the magnitude of the influence of the school committee role variable on school quality can be seen in Table 2.

**Table 2: Results of the Calculation of the Variable Determination Coefficient of the Role of the School Committee on School Quality**

<i>Model Summary<sup>b</sup></i>				
<i>Model</i>	<i>R</i>	<i>R Square</i>	<i>Adjusted R Square</i>	<i>Std. Error of the Estimate</i>
1	.483 <sup>a</sup>	.233	.216	6,73210

*a. Predictors: (Constant), Role of School Committee*  
*b. Dependent Variable: Quality Schools*

Table 2 shows that the magnitude of the coefficient of determination ( $R^2$ ) variable role of the school committee on the quality of schools is equal to 0.233. This shows the magnitude of the role of the school committee on school quality by 23.3%.

### 3.1 The Effect of Principal Performance on School Quality

The results of the regression equation for the principal's performance variable on school quality can be seen in Table 3.

**Table 3: Simple Regression Test Results Variable Principal Performance on School Quality**

<i>Coefficients<sup>a</sup></i>					
<i>Model</i>	<i>Unstandardized Coefficients</i>		<i>Standardized Coefficients</i>	<i>t</i>	<i>Sig.</i>
	<i>B</i>	<i>Std. Error</i>	<i>Beta</i>		
1	-58,073 51,050 -1,138				(Constant)
	.261				
Principal Performance	.398	.486.00		3,774	1,500
	0				

*a. Dependent Variable: School Quality*

Based on Table 3, it is known that the *Sig.* to influence the role of the school committee ( $X_1$ ) the quality of schools ( $Y$ ) of  $0.000 < 0.05$  and  $t_{count} > 3.774$   $t_{table}$  1.67943, so that it can be concluded that there is a significant performance of the principal ( $X_2$ ) the quality of schools ( $Y$ ). From the table above, the regression equation  $Y = 58.073 + 1,500X$  also formed. From this equation, it can be interpreted that the influence of the principal's performance variable on school quality is positive. This can be seen from the regression coefficient of 1,500 which is positive, indicating that the influence of the principal's performance variable on school quality is positive. This condition implies that the better the principal's performance, the better the school's quality. To find out the magnitude of the influence of the principal's performance variable on school quality, it can be seen in Table 4.

Table 4 shows that the magnitude of the coefficient of determination ( $R^2$ ) variable performance of the principal of the school quality is equal to 0.236. This shows the magnitude of the influence of the principal's performance on school quality by 23.6%.

**Table 4: Results of Calculation of the Variable Determination Coefficient of Principal Performance on School Quality**

<i>Model Summary<sup>b</sup></i>				
<i>Model</i>	<i>R</i>	<i>R Square</i>	<i>Adjusted R Square</i>	<i>Std. Error of the Estimate</i>
1	.486 <sup>a</sup>	.236	.220	6.71663

*a. Predictors: (Constant), Principal Performance*  
*b. Dependent Variable: Quality Schools*

### 3.2 The Influence of School Committee Roles and Principal Performance on School Quality

The statistical analysis used in this study is multiple linear regression. This analysis is used to determine the influence of the independent variable (*independent*), namely the role of the school committee ( $X_1$ ) and the performance of the principal ( $X_2$ ) on the dependent variable, namely the quality of the school ( $Y$ ) together can be calculated through multiple regression equation Based on calculations using the SPSS program, the regression obtained is contained in Table 5.

**Table 5: Results of Multiple Linear Regression**

<i>Coefficients<sup>a</sup></i>						
<i>Model</i>	<i>Unstandardized Coefficients</i>		<i>Standardized Coefficients</i>	<i>t</i>	<i>Sig.</i>	
	<i>B</i>	<i>Std. Error</i>	<i>Beta</i>			
1	-350 843				-2 999	.004
Role of School Committees ( $X_{.979 .354.009}$ )	2,683	116 986		2,742	1)	
Principal Performance ( $X_{.398 .360.008}$ )	1,110			2,785	2)	

*a. Dependent Variable: School Quality (Y)*

Based on the results of the analysis of Table 5, it can be seen that the regression equation formed is  $Y = 350,843 + 2,683X_1 + 1,110X_2$ . In addition, it was also found that the most influential independent variable was the role of the school

committee with a coefficient of 2.683. While the variable which has a lower effect is the principal's performance variable with a coefficient value of 1.110.

From this equation, it can be seen that all the independent variables of the school committee's role ( $X_1$ ) and the principal's performance ( $X_2$ ) have a positive effect on school quality ( $Y$ ). This implies that the increase in respondents' perceptions of the role variable of the school committee ( $X_1$ ), the performance of the principal ( $X_2$ ) resulted in an increase in school quality.

The coefficient of determination ( $R^2$ ) essentially measures how far the model's ability to explain the dependent variable. The coefficient of independent determination shows the increasingly dominant influence on the dependent variable. The coefficient of determination is 0 and 1. The larger the  $R^2$  the independent variable indicates the dominant influence on the dependent variable. The results of the calculation of the coefficient of determination of the role of the school committee variable and the principal's performance on school quality are contained in Table 6.

**Table 6: Results of Calculating the Variable Determination Coefficient of the Role of School Committee and Principal's Performance on School Quality**

<i>Model Summary<sup>b</sup></i>				
<i>Model</i>	<i>R</i>	<i>R Square</i>	<i>Adjusted R Square</i>	<i>Std. Error of the Estimate</i>
1	.588 <sup>a</sup>	.346	.317	6.28610
<i>a. Predictors: (Constant), Principal Performance (<math>X_2</math>), Role of School Committee (<math>X_1</math>)</i>				
<i>b. Dependent variable: Quality Schools (<math>Y</math>)</i>				

Table 6 describes the influence of independent variables on the dependent variable indicated by the coefficient of determination ( $R^2$ ) of 0.347 or 34.7%. This means that the role of the school committee and the performance of the principal is able to explain variations in school quality by 34.7%, while the remaining 65.3% is explained by variables outside of this study. The results of the research together with the variables of the role of the school committee and the performance of the principal on school quality can be seen in Table 7.

**Table 7: Test Results of the Simultaneous Influence of School Committee Role Variables and School Principal Performance on School Quality**

<i>ANOVA<sup>a</sup></i>						
<i>Model</i>		<i>Sum of Squares</i>	<i>df</i>	<i>Mean Square</i>	<i>F</i>	<i>Sig.</i>
1	<i>Regression</i>	939,633	2	469,816	11,890	.000 <sup>b</sup>
	<i>Residual</i>	1778,180	45	39,515		
	<i>Total</i>	2717,813	47			
<i>a. Dependent Variable: School Quality (<math>Y</math>)</i>						
<i>b. Predictors: (Constant), Principal Performance (<math>X_2</math>), Role of School Committee (<math>X_1</math>)</i>						

Based on the output of Table 7, the *Sig.* to influence the role of the school committee ( $X_1$ ) and the performance of the principal ( $X_2$ ), simultaneously the quality of schools ( $Y$ ) is 0.000 <0.05 and  $F_{count}$  11.890 >  $F_{Table}$  3.20, so it can be concluded that there are significant the role of the school committee ( $X_1$ ) and the principal's performance ( $X_2$ ) simultaneously on school quality ( $Y$ ).

Based on the results of data analysis, it can be seen that the role of the school committee and the performance of school principals have an effect on the quality of schools in the Mejobo sub-district, Kudus district. The effect of these two variables is positive, meaning that the better the role of the school committee and the performance of the principal, the higher / better the quality of the school.

Empirically the results of this study inform that the role of the school committee and the performance of school principals together have a positive and significant effect on school quality. The role of the school committee and the principal's performance on the quality of learning is 34.7%. Based on empirical findings showing a positive and significant influence between the role variable of the school committee and the variable of school principal performance along with school quality, the results of this study provide some of the following information. First, the role of school committees and the performance of school principals have a significant effect on school quality. Second, to develop and improve the quality of good schools, among others, can be done by increasing the role of school committees and the performance of school principals together with education stakeholders.

Supporting research on the simultaneous influence between the role of school committees and the performance of school principals on school quality is strengthened. with the conclusion of Fikriadi, Rusdiawan, & Wilian (2017) which states that there is a significant contribution of the performance of the school committee and the leadership of the principal to the quality of learning at Public Senior High School number 1 Tanjung, North Lombok Regency with a contribution

value of 13.1%. Halik et al. (2019) concluded that the method or strategy of school principals in involving school committees in efforts to improve the quality of education is also very important because school leaders are fully responsible for all the implementation of school activities. then the principal needs to have a way or strategy so that the committee together with the school builds a quality school. Things that can be done include: (a) coordinating with the committee, (b) taking approaches, (c) the principal being a role model.

#### 4. Conclusion

Based on the description, hypothesis testing, and discussion of the results of research at the elementary school in the Mejobo sub-district, Kudus district, several conclusions can be drawn as follows. 1) The role of the school committee has a positive influence on the quality of schools of 23.3% with a value of  $t_{count} > 3.737 > t_{table} 1.67943$ . This means that the better the role of the school committee, the better the quality of the school. 2) The principal's performance has a positive effect on school quality by 23.6% with a t-value of  $t_{count} 3.774 > t_{table} 1.67943$ . This means that the better the performance of the principal, the better the quality of the school. 3) The role of the school committee and the performance of school principals simultaneously or together have a significant effect on the quality of the school with a  $F_{count} 11.890 > F_{Table} 3.20$ . The role variable of the school committee and the performance of the principal was able to explain variations in school quality by 34.7% while the remaining 65.3% was explained by variables outside of this study.

#### References

- Burhanudin, M. A., Sumaryanto, T., & Subagyo, S. (2018). Implementation of Integrated Quality Management in Improving The Quality of Education At Madrasah Aliyah Raudlatul Ulum. *Educational Management*, 7(1), 1-10.
- Fikriadi, F., Rusdiawan, R., & Wilian, S. (2017). Kontribusi Kinerja Komite Sekolah Dan Kepemimpinan Kepala Sekolah Terhadap Mutu Pembelajaran Di SMAN 1 Tanjung Kabupaten Lombok Utara. *Jurnal Ilmiah Profesi Pendidikan*, 2(1), 298745.
- Halik, A., Hanafie Das, S. W., Dangnga, M. S., Rady, M., Aswad, M., & Nasir, M. (2019). Empowerment of School Committee in Improving Education Service Quality at Public Primary School in Parepare City. *Universal Journal of Educational Research*, 7(9), 1956-1963.
- Hanif, N. A., Che Mustafa, M., & Yusof, H. (2020a). A study of four dimensions of classroom management toward model formation of preschool classroom management [Kajian empat dimensi pengurusan bilik darjah ke arah pembentukan model pengurusan bilik darjah prasekolah]. *Muallim Journal of Social Sciences and Humanities*, 4(2), 119-136. <https://doi.org/10.33306/mjssh/67>
- Hanif, N. A., Che Mustafa, M., & Yusof, H. (2020b). Kebolegunaan model pengurusan bilik darjah prasekolah berasaskan empat dimensi pengurusan bilik darjah [The usability of preschool classroom management model based on four dimensions of classroom management]. *Muallim Journal of Social Sciences and Humanities*, 4(3), 90-98. <https://doi.org/10.33306/mjssh/84>
- Herwan, H., Aswandi, A., & Chiar, M. (2018). The role of school committee in supporting the fulfillment of education facilities and infrastructure. *Journal of Education, Teaching and Learning*, 3(2), 282-287.
- Kemendikbud. (2016). Draft Regulation of the Minister of Education and Culture concerning Quality Assurance of Primary and Secondary Education. Jakarta: Directorate General of Primary and Secondary Education.
- National Accreditation Board for Schools/Madrasahs. BAN-S/M. (2009). SD/MI Accreditation Toolkit (SD/MI Accreditation Instrument). Jakarta.
- Nnebedum, C., Akinfolarin, A. V., & Obuegbe, A. S. (2018). Extent of principals' utilization of committee system in the administration of secondary schools. *Journal of Education and Entrepreneurship*, 5(3), 34-48.
- Sinaga, D. (2017). Analisa Peran Komite Sekolah Dalam Peningkatan Mutu Pendidikan Di Kecamatan Balige Kabupaten Toba Samosir (Studi Komparatif SMA Negeri 1 Balige dan SMA Negeri 2 Balige). *Sosiohumaniora*, 19(2), 159-166.
- Suminar, T., & dun Utsman, M. A. M. (2010). Model Pemberdayaan Komite Sekolah Dalam Implementasi Manajemen Berbasis Sekolah Dengan Membangun Jaringan Kapital Sosial. *Journal of Educational Research*, 27(2), pp. 1-7.
- Lestari, S., Florentinus, T. S., & Sudana, I. M. (2019). The effect of incentive, principal leadership, and motivation toward teacher professionalism in conducting learning activity at vocational high schools. *Educational Management*, 8(1), 34-43.
- Liswiana, D., Nurkolis, N., & Abdullah, G. (2018). Peran kepala sekolah dalam meningkatkan mutu SD Islam Al Azhar 25 Semarang. *Jurnal Manajemen Pendidikan (JMP)*, 7(3).