
THE EFFECT OF SCHOOL-BASED MANAGEMENT AND DEMOCRATIC PRINCIPAL'S LEADERSHIP ON THE PERFORMANCE OF CLASSROOM TEACHERS IN THE PUBLIC ELEMENTARY SCHOOL

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Abstract

This study aims to analyze the effect of School-Based Management and democratic principal's leadership on the performance of classroom teachers in the Public Elementary Schools of Gugus Kartini, Sub-District of Kota Kudus.

The research method used is a quantitative approach using a causal research design to determine the relationship between independent variables (X) and the dependent variable (Y). The independent variable is School-Based Management and the democratic leadership of the principal, and the dependent variable is the performance of classroom teachers. The research was conducted in 3 SD Negeri Gugus Kartini, Kudus City District. Data was collected by means of a questionnaire. Data analysis was carried out using descriptive percentage analysis, prerequisite analysis, and statistics with regression, correlation, determination of the coefficient of determination, and hypothesis testing.

The results found that there is a significant effect of School-Based Management on the performance of classroom teachers, with $R = 0.381$ and the effect at 14.5%. There is a significant effect of democratic principal's leadership on the performance of classroom teachers, with $R = 0.260$ and the effect at 6.8%. There is a significant effect of School-Based Management and democratic principal's leadership on the performance of classroom teachers, with $R = 0.483$ and the effect at 23.4%.

Abstrak

Penelitian ini bertujuan untuk menganalisis pengaruh Manajemen Berbasis Sekolah dan kepemimpinan demokratis kepala sekolah terhadap kinerja guru kelas di SD Negeri Gugus Kartini Kecamatan Kota Kudus.

Metode penelitian yang digunakan yaitu pendekatan kuantitatif menggunakan rancangan penelitian kausal untuk mengetahui adanya hubungan variabel-variabel bebas (X) terhadap variabel terikat (Y). Variabel bebas yaitu Manajemen Berbasis Sekolah dan kepemimpinan demokratis kepala sekolah, dan variabel terikat yakni kinerja guru kelas. Penelitian dilakukan di 3 SD Negeri Gugus Kartini Kecamatan Kota Kudus. Pengumpulan data dilakukan dengan kuesioner. Analisis data dilakukan menggunakan analisis deskriptif presentase, analisis prasyarat, dan statistik dengan regresi, korelasi, penentuan koefisien determinasi, dan pengujian hipotesis.

Hasil penelitian menemukan bahwa terdapat pengaruh signifikan Manajemen Berbasis Sekolah terhadap kinerja guru kelas, dengan $R = 0,381$ dan pengaruh yang diberikan sebesar 14,5%. Terdapat pengaruh signifikan kepemimpinan demokratis kepala sekolah terhadap kinerja guru kelas, dengan $R = 0,260$ dan pengaruh yang diberikan sebesar 6,8%. Terdapat pengaruh signifikan Manajemen Berbasis Sekolah dan pengaruh kepemimpinan demokratis kepala sekolah terhadap kinerja guru kelas, dengan $R = 0,483$ dan pengaruh yang diberikan sebesar 23,4%.

INTRODUCTION

Education is the main priority of the central and regional governments. and even becomes one of the elements of the Sustainable Development Goals (SDGs). Since its establishment in September 2015, at the UN General Assembly which was attended by 159 Heads of State, the SDGs have become the 2030 Global Agenda, which is implemented by all countries in the world. The SDGs contain 17 goals and 169 targets for the 2015-2030 implementation period. One of which is related to the assurance of inclusive and equal education in quality and supporting lifelong learning opportunities for all (SDG 04). This goal talks about increasing income for the poor, ensuring access to basic services, and protecting the entire community from all forms of disasters (UCLG 2018; KemenPPN/Bappenas 2020).

The acceleration of improving the quality of national education is carried out by implementing School-Based Management (SBM) in all education units. SBM is a management model that gives greater autonomy to schools and encourages participatory decision-making that directly involves school members to improve the quality of schools based on national education policies (Rosmalah 2016). The main basis for the use of School-Based Management is the educational decentralization paradigm that is applied to solve the ineffectiveness of the centralistic education paradigm that was previously applied in Indonesia. The form is giving authority to school autonomy in determining school policies according to the rules related to the National Education System (Bandur and Gamage 2009).

SBM refers to increasing the involvement of parents, students, teachers, officials, principals, and beneficiary groups from local communities and organizations. The participation of various parties is aimed at increasing the independence, responsibility, and accountability of schools. The main characteristics of SBM are focused on improving student academic achievement and other school results. The application of SBM in school activities enables the local communities involved to conduct closer monitoring of school staff, better assessment, compatibility between school requirements and policies, and effective use of resources (Moradi, et al 2012).

The implementation of SBM in elementary schools does not always run smoothly. Various obstacles in applying aspects of SBM, in general, can still be found in all

provinces in Indonesia. These findings are an indication that the application of SBM in elementary schools needs to be evaluated and used as input to find problems and their solutions, both locally and nationally (Mustiningsih 2015). Autonomy is given to schools so that they can freely manage the resources and sources of education funds owned by schools to be allocated in accordance with the priority needs of the school. SBM is a management model that enables the active participation of schools and the community in organizing education (Aziz 2015).

The application of school autonomy through SBM requires the role of the principal more broadly. Increasing the role must be balanced by increasing the professionalism of the principal. Principals and teachers are the core implementers of school programs that are expected to have professional capability and integrity. An important component is the principal's leadership role in strengthening policies and procedures that enhance the ability of teachers in a professional manner (Alshurman 2015). School principals need training, skills, and experience to focus on instructional leadership and maximize the effectiveness of individual teachers, as well as overall school effectiveness (Krasnoff 2015).

The effectiveness of all school programs will not work well without democratic and professional school leadership. In decision making, the principal implements a democratic process, so that all parties have responsibility for the decisions taken and their implementation (Aziz 2015). The aspect of democracy in carrying out the leadership of school principals influences the management of human resources in schools. The democratic leadership of the school principal is known to be able to encourage the effective implementation of school programs. Schools as an educational organization are categorized effectively as seen in the working conditions of teachers who are responsive in implementing school programs.

Democratic leadership is also known to foster teacher loyalty to school principals so that strong commitments can emerge to achieve the school's vision, mission and goals through performance and achievement (Mbeu and Anwar 2011; Bhatti, et al 2012). Principals who lead democratically hold consultations with teachers about the actions and decisions that will be implemented in the school. The principal will try to give encouragement as a role model to actively participate in implementing all the

decisions that have been agreed (Hafulyon 2012). Democratic school principals will take the initiative to create a conducive school climate and become a driving force for the running of the education process (Nadir 2017).

The role of the principal needs to be supported by the support of teachers. Apart from being the perpetrators of learning, teachers also have an important and strategic role in the management of school resources (Aditya dan Ismanto 2020). Teacher performance is an indispensable benchmark in an effort to realize competent and professional teachers (Kasidah, et al 2017). A teacher's performance shows the ability that the teacher has at work, including something that is achieved and the achievements that are shown. Maximum teacher performance can produce optimal student learning quality and is able to encourage increased student achievement (Brotosedjati 2012).

The theme of teachers raised in this study is in line with the research Ismaya (2013); Kadis (2015); Nurkhan (2016); Prihono, dan Supahar (2018); Iswan, dan Hadidah (2019); Aribowo, Su'ad, dan Madjdi (2020); Kholid, Su'ad, dan Madjdi (2020). Based on the background and previous research this study aims to determine the effect of School-Based Management and democratic principal's leadership on performance of classroom teachers in the Public Elementary School of Gugus Kartini, Sub-District of Kota Kudus.

METHODS

This research uses a quantitative research approach. The research design used is a causal research design to determine the influence of independent variables (X) on the dependent variable (Y). The independent variables used in this study are School-Based Management as X_1 and democratic principal's leadership as X_2 . The dependent variable used in this study was the performance of classroom teachers as Y.

The study was conducted on 18 class teachers (classes I-VI) in three Public Elementary Schools of Gugus Kartini, Sub-District of Kota Kudus, which included: (1) SD 2 Panjunan, (2) SD 3 Panjunan, and (3) SD 4 Panjunan. The objects of this study are School-Based Management, democratic principal's leadership, and the performance of classroom teacher. The scope of School-Based Management in this study is limited to managing personnel, managing facilities, and managing student services. The democratic principal's leadership in this study refers to the characteristics shown in

the democratic leadership style. The performance of classroom teacher in this study focused on teacher competency standards in evaluating teacher performance. The teacher competency standards consist of 4 (four) competencies, namely pedagogical, personality, social, and professional competencies.

Data collection techniques in this study used a questionnaire. The questionnaire was used to obtain data about the independent and dependent variables. The questionnaire was arranged by describing the dimensions of the variables used as indicators to determine the questions in the questionnaire (Table 1). The questionnaire to be compiled has consisted of statements with response choices using Likert Scale. The data obtained were then analyzed using descriptive percentage analysis, prerequisite analysis, and statistics with regression, correlation, determination of the coefficient of determination, and hypothesis testing. All statistical analysis was performed using SPSS Statistics version 25.

Table 1. Research Variables and Indicators

| Variable | Indicator |
|---|---|
| School-Based Management (X_1) | a. Management of Manpower b. Management of Facility c. Management of Student Services (Ardiansyah, et al 2018) |
| Democratic Principal's Leadership (X_2) | a. Delegate authority and responsibility b. Focus on achieving goals or results c. Human resources-oriented and group collaboration d. Formulate group goals and stimulate creativity e. Responsible for decisions taken (Hafulyon 2012) |
| The Performance of Classroom Teachers (Y) | a. Pedagogical competence b. Personality competence c. Social competence d. Professional competence (Permendiknas No. 16 tahun 2007) |

RESULTS AND DISCUSSION

The data were collected from the questionnaire taken from 18 respondents. The answers on the questionnaire were then converted into numbers using a Likert Scale. All data were calculated and then tabulated according to their respective variables. The

questionnaire of School-Based Management (X_1) has 14 questions, the lowest score was 51 and the highest score was 60. The questionnaire of democratic principal's leadership (X_2) has 18 questions, the lowest score was 70 and the highest score was 84. The questionnaire of the performance of classroom teachers (Y) has 19 questions, the lowest score was 69 and the highest score was 92. The value of central tendencies (mean, median, and mode) was also calculated (Table 2).

Table 2. The Value of Central Tendencies

| Variable | Central Tendencies |
|---|---|
| School-Based Management (X_1) | Mean= 54,89 Median= 54 Mode= 51, 52, and 57 |
| Democratic Principal's Leadership (X_2) | Mean= 73,61 Median= 72 Mode= 72 |
| The Performance of Classroom Teachers (Y) | Mean= 76,17 Median= 76 Mode= 76 |

The descriptive percentage analysis was performed to describe the data of each variable. The percentage of answers to each total score was calculated based on the minimum score up to the maximum score of each variable questionnaire (Table 3).

Table 3. The Result of Descriptive Percentage Analysis

| Range (%) | Var. X_1 | | Var. X_2 | | Var. Y | |
|-----------|------------|-------|------------|----|----------|-------|
| | Quantity | % | Quantity | % | Quantity | % |
| 81-100 | 7 | 38,89 | - | - | - | - |
| 61-80 | 11 | 61,11 | 9 | 50 | 4 | 22,22 |
| 41-60 | - | - | 9 | 50 | 14 | 77,78 |
| 21-40 | - | - | - | - | - | - |
| 0-20 | - | - | - | - | - | - |

The prerequisite analysis was also performed as a condition for determining the eligibility of data to be statistically tested. The prerequisite analysis in this study was performed in 2 (two) tests, normality test and linearity test based on questionnaire data obtained previously. After both tests provide the results that meet the requirements (normal distribution and linear relation), a statistical analysis can be performed on the data.

The normality test was intended to determine the data to be analyzed to form a normal distribution or not. Normal data distribution allows the calculation results can be used as a benchmark in drawing conclusions based on sample results obtained to interpret population parameters. Normality test was performed using the Shapiro-Wilk method since the data quantity less than 200 (Table 4).

Table 4. The Result of Normality Test

| | Tests of Normality | | |
|--------|--------------------|----|-------|
| | Shapiro-Wilk | | |
| | Statistic | df | Sig. |
| Var.X1 | 0,904 | 18 | 0,067 |
| Var.X2 | 0,740 | 18 | 0,060 |

The Shapiro-Wilk normality test showed a significance value (column Sig.) which was higher than 0.05 so that it was stated that the research data formed a normal distribution.

The linearity test was performed to find out each independent variable (X_1 and X_2) to the dependent variable (Y) has a linear relationship or not. A linear relationship between variables is needed so that the research data obtained on each variable can be tested for regression and its correlation (Table 5).

Table 5. The Result of Linearity Test

| | | | ANOVA Table | | | | |
|----------------|----------------|--------------------------|----------------|---------|-------------|--------|-------|
| | | | Sum of Squares | df | Mean Square | F | Sig. |
| Var.Y * Var.X1 | Between Groups | (Combined) | 155,167 | 8 | 19,396 | 1,007 | 0,491 |
| | | Linearity | 10,942 | 1 | 10,942 | 0,568 | 0,047 |
| | | Deviation from Linearity | 144,224 | 7 | 20,603 | 1,070 | 0,451 |
| | Within Groups | | 173,333 | 9 | 19,259 | | |
| | Total | | 328,500 | 17 | | | |
| Var.Y * Var.X2 | Between Groups | (Combined) | 289,452 | 7 | 41,350 | 10,590 | 0,001 |
| | | Linearity | 0,223 | 1 | 0,223 | 12,345 | 0,000 |
| | | Deviation from Linearity | 289,229 | 6 | 48,205 | 0,057 | 0,816 |
| | Within Groups | | 173,333 | 39,048 | 10 | 3,905 | |
| | Total | | 328,500 | 328,500 | 17 | | |

The linearity test showed a significance value (column Sig.) in the Linearity row which was lower than 0.05 so that it was stated that the relationship between variables were linear.

The Effect of School-Based Management on The Performance of Classroom Teachers

School-Based Management has a significant effect on the performance of classroom teachers in the Public Elementary School of Gugus Kartini, Sub-District of Kota Kudus (Table 6).

Table 6. The Results of Partial Regression Analysis and t-test of School-Based Management (X_1) on the Performance of Classroom Teachers (Y)

| Coefficients ^a | | | | | | |
|---------------------------|------------|---------------|------------|-------------|-------|-------|
| Model | | Unstd. Coeff. | | Std. Coeff. | t | Sig. |
| | | B | Std. Error | Beta | | |
| 1 | (Constant) | 61.979 | 19.137 | | 3.239 | 0.005 |
| | Var.X1 | 0.258 | 0.348 | 0.183 | 7.425 | 0.469 |

a. Dependent Variable: Var.Y

The result of t-test proves that t-value is 7.425 higher t-table is 2.10982. The effect also appears on the results of the regression formula:

$$Y = 61.997 + 0.258X_1$$

It has a positive X value which indicates that an increase in School-Based Management can improve the performance of classroom teacher. School-Based Management correlation on the performance of classroom teachers is calculated to be $R = 0.381$ and the magnitude of its influence is 14.5% on improving the performance of classroom teacher (Table 7).

Table 7. The Correlation Level Analysis of School-Based Management (X_1) on the Performance of Classroom Teachers (Y)

| Model Summary | | | | |
|---------------|--------------------|----------|-------------------|----------------------------|
| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate |
| 1 | 0.381 ^a | 0.145 | -0.027 | 4.455 |

a. Predictors: (Constant), Var.X1

The Effect of School-Based Management on the performance of classroom teachers is also known to be similar in research by Mahmud (2010), Sunarto and Purwoatmodjo (2011), Hutabarat (2015), Sulaiman, et al. (2015) and Adam, et al. (2016), which shows that the democratic leadership of school principals influences teacher performance. Various

implementation and aspects of School-Based Management were studied. The results of each study differ in the magnitude of the effect. However, the positive influence shown the application of School-Based Management must indeed be considered and in accordance with standards so that the quality of education in schools is of good quality.

Implementation of School-Based Management enables schools to manage human resources in schools, including improving teacher competencies that were previously not well developed because they are limited by centralized education rules (Syahrudin, et al. 2013; Mollootimile and Zengele 2015). The main competencies that need to be developed from teachers in School-Based Management are personal competencies (integrity, morals, ethics, and work ethics), academic competencies (academic certification and mastery of learning programs), and performance competencies (skilled in managing learning) based on their individual needs. each school (Rawung 2015). This study shows School-Based Management has an influence of 14.5% meaning that 85.5% of the performance of classroom teacher is influenced by contributions from other factors.

The Effect of Democratic Principal's Leadership on The Performance of Classroom Teachers

The democratic principal's leadership has a significant effect on the performance of classroom teachers in the Public Elementary School of Gugus Kartini, Sub-District of Kota Kudus (Table 8).

Table 8. The Results of Partial Regression Analysis and t-test of Democratic Principal's Leadership (X_2) on the Performance of Classroom Teachers (Y)

| Coefficients ^a | | | | | | |
|---------------------------|------------|---------------|------------|-------------|--------|-------|
| Model | | Unstd. Coeff. | | Std. Coeff. | t | Sig. |
| | | B | Std. Error | Beta | | |
| 1 | (Constant) | 73.876 | 21.998 | | 3.358 | 0.004 |
| | Var.X2 | 0.031 | 0.298 | 0.026 | 10.426 | 0.918 |

a. Dependent Variable: Var.Y

The result of t-test prove t-value is 10.426 > t-table is 2.10982. The influence also appears on the results of the regression formula

$$Y = 73.876 + 0.031X_2$$

It has a positive X value which indicates that an increase in democratic principal's leadership can improve the performance of

classroom teachers. Democratic principal's leadership correlation on the performance of classroom teachers is calculated to be $R = 0.260$ and the magnitude of its influence is 6.8% on improving the performance of classroom teachers (Table 9).

Table 9. The Correlation Level Analysis of Democratic Principal's Leadership (X_2) on the Performance of Classroom Teachers (Y)

| Model Summary | | | | |
|---------------|--------------------|----------|-------------------|----------------------------|
| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate |
| 1 | 0,260 ^a | 0,068 | -0,062 | 4,530 |

a. Predictors: (Constant), Var.X2

The influence of democratic principal's leadership on the performance of classroom teachers is also known to be similar to the research of Oentoeng and Riady (2013), Nadir (2017), Mulatsih, et al. (2018), Purwoko (2018), Rukmana (2018), and Sukirna (2019) which showed that the democratic leadership of school principals had an effect on teacher the performance. However, the amount of each influence differs from one research to another.

The leadership shown by these studies shows the role of the principal in the teacher he leads. Apart from the principal's competency which needs to be improved, the leadership style is also suspected to have an important role in the implementation of the democratic leadership of the school principal. Democratic leadership tends to have a positive impact on individual and group performance because leaders who prioritize cooperation and participation of all people are known to provide high work productivity and high levels of job satisfaction (Adeyemi 2010; Nwaigwe 2015; Kalu and Okpokwasili 2018). Democratic leadership is also a factor driving the closeness and harmonization of work between the principal and teachers and students (Hornackova, et al 2014). This study shows the democratic leadership of the school principal has an influence of 6.8% meaning that 93.2% of the performance of classroom teacher is influenced by contributions from other factors.

The Effect of School-Based Management and Democratic Principal's Leadership on The Performance of Classroom Teachers

School-Based Management and democratic principal's leadership have a significant effect on the performance of classroom teachers in the Public Elementary School of Gugus Kartini, Sub-District of Kota Kudus (Table 10).

Table 10. The Results of F-test of School-Based Management (X_1) and Democratic Principal's Leadership (X_2) on the Performance of Classroom Teachers (Y)

| ANOVA ^a | | | | | | |
|--------------------|------------|----------------|----|-------------|--------|-------------------|
| Model | | Sum of Squares | df | Mean Square | F | Sig. |
| 1 | Regression | 11,195 | 2 | 5,597 | 26,461 | ,771 ^b |
| | Residual | 317,305 | 15 | 21,154 | | |
| | Total | 328,500 | 17 | | | |

a. Dependent Variable: Var.Y

b. Predictors: (Constant), Var.X2, Var.X1

The result of F-test proves F-value is $26.461 > F$ -table is 3.68. The effect also appears on the results of the regression formula (Table 11).

$$Y = 59.521 + 0.259X_1 + 0.033X_2$$

Table 11. The Results of Multiple Regression Analysis of School-Based Management (X_1) and Democratic Principal's Leadership (X_2) on the Performance of Classroom Teachers (Y)

| Coefficients ^a | | | | | | |
|---------------------------|------------|---------------|------------|-------------|-------|-------|
| Model | | Unstd. Coeff. | | Std. Coeff. | t | Sig. |
| | | B | Std. Error | Beta | | |
| 1 | (Constant) | 59,521 | 29,937 | | 1,988 | 0,065 |
| | Var.X2 | 0,259 | 0,359 | 0,183 | 0,720 | 0,482 |
| | Var.X2 | 0,033 | 0,303 | 0,028 | 0,109 | 0,914 |

a. Dependent Variable: Var.Y

It has a positive X value which indicates that the existence of School-Based Management and improvement of democratic principal's leadership can improve the performance of classroom teachers. School-Based Management and democratic principal's leadership correlation on the performance of classroom teacher is calculated to be $R = 0.483$ and the magnitude of its influence is 23.4% on the improvement of the performance of classroom teacher (Table 12).

Table 12. The Correlation Level Analysis of School-Based Management (X_1) and Democratic Principal's Leadership (X_2) on the Performance of Classroom Teachers (Y)

| Model Summary | | | | |
|---------------|--------------------|----------|-------------------|----------------------------|
| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate |
| 1 | 0,483 ^a | 0,234 | -0,095 | 4,599 |

a. Predictors: (Constant), Var.X2, Var.X1

The Effect of School-Based Management and democratic principal's leadership on the performance of classroom teacher is also known to be similar in research by Mahmud (2010), Sunarto and Purwoatmodjo (2011), Adam (2016), Nadir (2017), Mulatsih, et al (2018), Purwoko (2018), Rukmana (2018), and Sukirna (2019) which showed that School-Based

Management and the school's democratic leadership influenced the performance of classroom teachers. However, the amount of each influence differs from one research to another.

Several factors are known to also influence the performance of teachers, such as teacher skills in managing learning, teacher motivation, and understanding competence as educators (Handayani 2014). In addition, several other aspects of teacher performance that are known to improve the quality of management of education in schools include teacher competency, school organizational culture, and the level of teacher satisfaction with work attainment (Mahgoub and Elyas 2014; Gewasari, et al 2017). One of the factors in the successful implementation of School-Based Management is the ability of principals to lead all teachers and staff in formulating and realizing the vision and mission of the school. The more effective the principal performs his role as a manager in the school, the more the maximum results of the application of School-Based Management (Goinsamy and Daud 2015).

This study shows School-Based Management and the democratic leadership of school principals have an influence of 23.4% meaning that 76.6% of classroom teacher performance is influenced by contributions from other factors. Based on these results, this study can be used as a reference for further research with other variables that are supposed to have an effect on improving teacher performance.

CONCLUSIONS

There is a significant influence of School-Based Management (X_1) on the performance of classroom teachers (Y) in the Public Elementary School of Gugus Kartini, Sub-District of Kota Kudus. School-Based Management correlation on the performance of classroom teacher is $R = 0.381$ and the influence exerted at 14.5%. There is a significant influence of democratic principal's leadership (X_2) on the performance of classroom teachers (Y) in the Public Elementary School of Gugus Kartini, Sub-District of Kota Kudus. The correlation of democratic principal's leadership on the performance of classroom teachers was $R = 0.260$ and the influence exerted at 6.8%. There is a significant influence of School-Based Management (X_1) and democratic principal's leadership (X_2) on the performance of classroom teachers (Y) in the Public Elementary School of Gugus Kartini, Sub-District of Kota Kudus. The correlation of School-Based

Management and democratic principal's leadership on the performance of classroom teachers is $R = 0.483$ and the influence exerted at 23.4%.

The results of this study are expected to be developed further with studies on other variables to further optimize School-Based Management and democratic principal's leadership in order to obtain maximum effect for improving teacher performance in terms of competency and professionalism.

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