

The Role of Committees and Principal Leadership and Their Implementation in School-Based Management

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Abstract

This article focuses on the role of school principals and committees in implementing school-based management. This quantitative research uses an ex post facto approach. The population in this study were teachers at Muhammadiyah Vocational Schools throughout Metro City, totaling 70 teachers as the sample. Findings in this article The study results show a positive influence between the Leadership of the school principal and the school committee's role in implementing school-based management in Muhammadiyah Vocational Schools in Metro Lampung City, which is equal to 33.9 %. This is based on the calculation of the regression equation, which illustrates that the simultaneous increase in the school principal's leadership score and the school committee role score tends to be followed by an increase in the school-based management implementation score so that quantitatively if the two independent variables are linked together to the dependent variable, then the principal's Leadership contributes 0.484. The role of the school committee contributes 0.212 to the implementation of school-based management in a positive direction with a constant of 29.408.

Keywords: Principal Leadership, School Committee Role, and Implementation of School-Based Management

Peranan Komite dan Kepemimpinan Kepala Sekolah Serta Implementasinya dalam Manajemen Berbasis Sekolah

Artikel ini fokus pada peranan komite dan kepemimpinan kepala sekolah dalam pengimplementasian manajemen berbasis sekolah. Penelitian kuantitatif ini menggunakan pendekatan ex post facto. Populasi dalam penelitian ini adalah guru di SMK Muhammadiyah se-Kota Metro yang berjumlah 70 guru sebagai sampel. Temuan pada artikel ini Hasil penelitian menunjukkan terdapat pengaruh yang positif antara kepemimpinan kepala sekolah dan peran komite sekolah terhadap implementasi manajemen berbasis sekolah di SMK Muhammadiyah se Kota Metro Lampung yaitu sebesar 33,9%. Hal ini berdasarkan perhitungan persamaan regresi yang menggambarkan bahwa kenaikan secara bersama-sama dari skor kepemimpinan kepala sekolah dan skor peran komite sekolah berkecenderungan diikuti oleh kenaikan skor implementasi manajemen berbasis sekolah sehingga secara kuantitatif jika kedua variabel bebas tersebut dihubungkan secara bersama-sama terhadap variabel terikat, maka kepemimpinan kepala sekolah memberikan kontribusi sebesar 0,484, dan peran komite sekolah memberikan kontribusi sebesar 0,212 terhadap implementasi manajemen berbasis sekolah pada arah positif dengan konstanta 29,408.

Kata Kunci: Kepemimpinan Kepala Sekolah, Peran Komite Sekolah, dan Implementasi Manajemen Berbasis Sekolah

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A. INTRODUCTION

In Indonesia, implementing a school-based management approach emerged recently in line with the implementation of regional autonomy as a new paradigm in school operations. So far, schools have only been an extension of the central government's bureaucracy to carry out educational and political affairs. School administrators do not have much leeway to operate their schools independently. All policies regarding education provision in schools are generally carried out at the central government level or partly in vertical agencies, and schools only accept what is. Hence, development programs in the field of education are late.

This statement is a wrong view and does not reflect the existing reality. Schools have an essential role in students' development and character building, preparing them to become productive citizens and contribute to society. Many schools strive to create a quality learning environment and provide a good education for their students. In some cases, schools may be constrained by rules and regulations from the government, but this does not mean that schools are only an extension of the bureaucracy. On the other hand, schools have a significant role and responsibility in shaping the younger generation's future and ensuring they have the knowledge and skills needed to succeed.

The granting of autonomy to schools is expected to increase creativity, Innovation, and initiative in improving the quality of school performance. Providing this flexibility so that schools have the opportunity to be able to manage and utilize the resources they have so that they are more maximized in efforts to improve school quality, moreover added to community participation which is not only the object of graduates' users but also a subject of policy by providing open space, to be able to develop their potential. Innovation, creativity so that what the school provides is following the needs of the community.

Thus, in carrying out development programs in Indonesia, Law Number 20 of 2003 on the National Education System has been passed, laying the foundation for future education policies and providing a legal basis for its implementation. As a legal product, this law not only accommodates various interests for developing

national education but also considers the phenomenon of globalization. The new messages contained in Law Number 20 of 2003, among others, provide the basis for managing the decentralization of education, increasing the portion of education funds, and global trends. The decentralization of education management emphasizes school-based management and higher education autonomy. The key to future development for the Indonesian nation is education because with education, it is hoped that each individual can improve the quality of his existence and be able to participate in development programs.¹

Among the development of education in Indonesia, the need for school-based management, according to Mulyasa,² states that through school-based management, the government gives broad autonomy to schools by involving the community in managing school resources and allocating them according to local needs. Community involvement is intended so that the community better understands, helps, and controls the implementation of education in schools. Thus the education process shows activity in the form of active action through dynamic interactions and is carried out consciously to achieve the desired goals.³ School-based management is a management approach that focuses on developing school potential and resources to achieve effective and efficient educational goals. Principles in school-based management include the active participation of staff, students, and the community in decision-making, the development of a positive school culture, and a focus on student learning outcomes. School-based management emphasizes the importance of creating a quality learning environment for students and ensuring that a school has the resources it needs to achieve its goals.

Schools and the community are given the authority to manage school resources and allocate them according to local priorities, needs, and potential and to be accountable for them, both to the community and the government. However,

¹ M. Ihsan Dacholfany, Eko Susanto, and Andi Noviandi, "Leadership and Management of Education Institutions in Improving Human Resources in Indonesia," *American Journal of Economics and Business Management* 1, no. 3 (2018): 38-55.

² Mulyasa, *Manajemen dan Kepemimpinan Kepala Sekolah* (Bumi Aksara, 2022).

³ Sinta Oktavianti, M. Ihsan Dacholfany, and Agus Sutanto, "Pengaruh Kepemimpinan Kepala Sekolah Dan Perilaku Kewarganegaraan Organisasi Terhadap Kinerja Guru Di Smp Se-Kecamatan Purbolinggo Kabupaten Lampung Timur," *Jurnal Lentera Pendidikan Pusat Penelitian Lppm Um Metro* 4, no. 2 (December 13, 2019): 58-71, <https://doi.org/10.24127/jlpp.v4i2.1086>.

in reality, with the existing school-based management and community participation, there is still dissatisfaction that arises from the community towards school performance and the low quality of education; this is due to the meager influence of the Principal's Leadership and the Role of the School Committee on the Implementation of School-Based Management.

Principals and school committees in the community are part of an integrated system that cannot be separated to improve the quality of education. Moreover, schools in a community environment with various cultures, community characters, and different social strata greatly influence the success of educational goals in schools. Thus the role of community participation is needed in realizing school-based management (SBM) so that the quality of education becomes quality, with the hope that the community also feels that they own the school and feel responsible for the success of all school programs. The participation of school principals and school committees in the community is needed to interpret school programs to improve the quality of education. In this case, the school committee and principals have responsibilities and are leaders at the level of the education unit so that the educational goals can be achieved.

The problems in this study are 1) To find out the effect of top school leadership on the Implementation of School-Based Management in Muhammadiyah Vocational Schools throughout Metro Lampung City, 2) To determine the influence of the school committee's role on the Implementation of School-Based Management in Muhammadiyah Vocational Schools throughout Metro Lampung City, and 3) To find out the influence of the Leadership of the school principal and the role of the school committee on the Implementation of School-Based Management in Muhammadiyah Vocational Schools in Metro Lampung City.

B. SCHOOL-BASED MANAGEMENT

From several views of school-based management, one of them is in school-based quality improvement management that the concept of improving school quality should be programmed and planned, and carried out independently by

schools based on the needs of the school itself to achieve success.⁴ Thus, school-based management is a form of educational decentralization in which school policies are determined by the school and school committees in making decisions based on the principles of openness, cooperation, independence, accountability, and sustainability. To support the teaching-learning process implementation, schools must use and allocate resources independently by involving all interest groups directly related to schools in the decision-making process to improve school quality or to achieve national education goals.

The School-Based Management (SBM) policy assumes that schools know best what should be done to improve the quality or develop their schools. Therefore, in SBM, schools are given the authority to adopt various operational policies based on nationally determined corridors: planning and evaluation of school programs, curriculum management, management of learning processes, financial management, student services, school and community relations, and management of school climate. , thus it is necessary to renew the quality of education in the sense that the results of education must be able to produce quality human beings.⁵

C. SCHOOL PRINCIPAL LEADERSHIP

An essential factor in something organized because Leadership determines part of the success and failure of an organization in the organization. The importance of Leadership, as stated by James M. Black in *management: a Guide to Executive Command* in Samsudin,⁶ what is meant by "Leadership is the ability to convince and move other people to want to work together under his Leadership as something team to achieve something purpose specific."

It is an important thing for head school for work same with Public in Thing advance school. This cooperation can involve various things, like funding, participation in activity school, and input in making decisions. This cooperation will

⁴ M. Ihsan Dacholfany, "Inisiasi Strategi Manajemen Lembaga Pendidikan Islam Dalam Meningkatkan Mutu Sumber Daya Manusia Islami Di Indonesia Dalam Menghadapi Era Globalisasi," *At-Tajdid: Jurnal Pendidikan dan Pemikiran Islam* 1, no. 01 (January 10, 2017), <https://doi.org/10.24127/att.v1i01.330>.

⁵ M. Ihsan Dacholfany, "Peranan Pengambilan Keputusan Dalam Rangka Menciptakan Inovasi Di Bidang Pendidikan," *Jurnal Dewantara* 1, no. 01 (October 29, 2016): 16–28.

⁶ Sadili Samsudin, "Manajemen Sumber Daya Manusia," *Bandung: Pustaka Setia*, 2006.

help create a positive environment and improve school results by studying students in determining the success of an organization, incl the school. Good Leadership could motivate staff and students to achieve and work together to reach their purpose. Strong Leadership to help resolve problem and lead change positively. Because therefore, effective Leadership is essential for school so you can walk smoothly and reach the desired result.

Top management in collaboration with the community, is part of an integrated system that cannot be separated to improve the quality of education. Schools in a community environment with various cultures, community characters, and different social strata will affect the success of educational goals in schools. The role of community participation is very much needed in realizing the quality of education with the hope that the community will also feel that they own the school and feel responsible for the success of all school programs. The role of the community is needed so that there is no misinterpretation of school programs in improving the quality of education, therefore availability of resources, academic culture, and other factors, to achieve the best in their field, in institution education meritocratic, it requires a unique leadership and management style⁷ because the principal who is a leader at the academic unit level has a vital role in achieving educational goals. This opinion matches Mulyasa,⁸ which states that school principals are leaders at the education unit level who must have a strong leadership base. National education policy perspective on the role of the head school, according to Mulyasa,⁹ namely educators, managers, administrators, supervisors, leaders, innovators, motivators, facilitators, and mediators who are often known as EMASLIM-FM,

D. SCHOOL COMMITTEE

According to the Constitution National Education System Number 20 of 2003, the school committee is an independent institution whose members are parents/guardians of students, the school community, and community leaders who

⁷ Dacholfany, Susanto, and Noviandi, "Leadership and Management of Education Institutions in Improving Human Resources in Indonesia."

⁸ Mulyasa, *Manajemen dan Kepemimpinan Kepala Sekolah*.

⁹ Mulyasa.

care about education. Mulyasa,¹⁰ describes school committee members as consisting of a) community elements can come from: parents or guardians of students; public figures; educational figures; business or industrial world; academic staff professional organization; alum guardians; student representatives, b) teacher committee elements, foundations or institution organizer education, the Village Advisory Board can also be involved as a member of the school committee (minimum three people), c) school committee members, at least nine people, and an odd number.

A committee school is an organization consisting of parents, teachers, and society working locally to promote and improve quality education at school. The purpose of committee school is to ensure that the school's source power is required for quality education for all students. Member committee school work same with party school for making responsible decisions answers and contribute to a successful school.

Participation Public in planning education could be in various forms: Committee school: as mentioned before, committee school shapes participation Public in planning education. Surveys and consultations: involve the Public in collecting information through surveys and consultations to understand the needs and expectations for education. Meetings and discussions public: facilitating discussion Public and meetings with the Public to discuss planning education and provide input. Representation: choose community representatives to represent the public interest in planning education. Education and information: provide information and education to the Public about planning education and how they could participate.

Participation Public in planning education could help ensure that education corresponds with society's needs and expectations, as well as make the Public more understand and engage in the educational process.

Forms of community participation in educational planning to realize quality education are related to community involvement in proposing programs and the school's vision and mission. Schools are part of the community, so the needs related

¹⁰ Mulyasa.

to the education needed by the community must be considered to realize the maximum quality of education. Community participation in implementation education in learning process implementation is for realizing the quality of education related to community participation in various school activities, starting from the acceptance of new students, procuring new teachers, procuring the needs of educational facilities and infrastructure, to supervising school activities.

School-based management, or MBS for short, is a "new" approach to school management that has recently been introduced. This strategy has been developing for a considerable time in other nations, such as the United States. School-based management, a strategy for better learning, was published in 1988 by the American Association of School Administrators, the National Association of Elementary School Principals, and the National Association of Secondary School Principals.¹¹ The dissatisfaction or rage of operational education administrators over the limited authority they have to manage schools independently sparked the development of this concept. It is common knowledge that school administrators experience helplessness due to their excessive reliance on the educational setting. According to Greenwood,¹² as a result, their primary responsibility as educational leaders is becoming increasingly eclipsed by the monotony of bureaucratic procedures that hinder innovation and creativity. School-Based Administration www.depdiknas.go.id). The School Principal's Role The Education Leader (School Principal) has eight roles that are abbreviated as EMASLEM-C, including the following: 1) educator or teacher; 2) supervisors; 3) management personnel; 4) supervisors and managers; 5) leaders and managers; 6) the entrepreneurial spirit; 7) stimulants; and (8) the climate or the one who created the working climate.¹³

¹¹ L. Lasno, Ahmad Suriansyah, and Muhammad Saleh, "School Principal's Role In The Implementation Of School-Based Management For Adiwiyata Program," *European Journal of Education Studies*, no. 0 (March 5, 2019), <https://doi.org/10.46827/ejes.v0i0.2307>.

¹² Andrew William Greenwood, "Are the Teachers Alright? An Interpretative Phenomenological Analysis of UK Primary School Teachers Encountering Wellbeing Difficulties" (PhD Thesis, University of Surrey, 2020).

¹³ Cam Cobb, "Principals Play Many Parts: A Review of the Research on School Principals as Special Education Leaders 2001–2011," *International Journal of Inclusive Education* 19, no. 3 (March 4, 2015): 213–34, <https://doi.org/10.1080/13603116.2014.916354>.

The following are the specific responsibilities of school principals. The role of school principals as educators is to create a culture that encourages teaching and learning. The principal is in charge of mental development by training teachers on inner attitudes and character issues.¹⁴ In this instance, the coconut school creates an atmosphere that encourages each education staff member to perform their duties appropriately, proportionately, and professionally. As a result, school principals should make an effort to complete learning facilities, infrastructure, and resources so that teachers and students can focus on their primary job, learning and teaching. Manager, His school's manager is the principal. According to Nurjannah et al.,¹⁵ the school principal acts as an education manager by (1) carefully planning goals and strategies for achieving them, (2) organizing the potential of existing educational resources, (3) carrying out activities, and (4) routinely controlling the implementation of education and its outcomes. The principal's primary authority as a manager is decision-making. School administrators must be able to perform the following functions because of their position: 1) make predictions about the school's future, such as what kind of quality society wants; 2) innovate by taking initiatives and creative activities to help the school grow, 3) create strategies or policies to help innovative ideas succeed, 4) plan, including both strategic and operational planning, 5) find educational resources and provide educational facilities, and 6) have control over how education is put into practice and the results it produces.¹⁶

As an administrator, the principal collaborates closely with various administrative management tasks, including recording, compiling, and documenting all school programs.¹⁷ As a result, the principal needs to be able to: 1) instruct; 2) personnel; 3) The student; 4) infrastructure and facilities; 5) money; 6) School-

¹⁴ B. Balkar, "Defining an Empowering School Culture (ESC): Teacher Perceptions," *Issues in Educational Research* 25, no. 3 (August 20, 2015): 205–24.

¹⁵ Een Nurjannah et al., "Teacher Performance Management in Improving Islamic Religious Education (IRE) Lesson Learning," *Nidhomul Haq: Jurnal Manajemen Pendidikan Islam* 6, no. 2 (August 1, 2021): 400–412, <https://doi.org/10.31538/ndh.v6i2.1312>.

¹⁶ Alifatul Nur Faizah et al., "The Relationship between Learning Leadership and Teacher Performance: A Correlation Analysis" (1st International Conference on Information Technology and Education (ICITE 2020), Atlantis Press, 2020), 599–602, <https://doi.org/10.2991/assehr.k.201214.304>.

¹⁷ Mauricio Pino-Yancovic et al., "Promoting Collaboration in a Competitive Context: School Improvement Networks in Chile," *Journal of Educational Administration* 58, no. 2 (January 1, 2019): 208–26, <https://doi.org/10.1108/JEA-11-2018-0213>.

community relations. In order to boost productivity at school, these activities need to be done well and quickly. The school principal can thus describe capabilities in operational tasks. Supervision is a new term for a supervisory position that is more humane. A coaching activity for personal and professional development is supervision. The primary function of supervision is to provide individual and group services to teachers to improve instruction by assisting teachers in developing teaching and learning environments in the classroom. Creely et al.,¹⁸ states that the principal's role as a school leader includes mobilizing all of the school's resources to foster a work ethic and high productivity in achieving goals. Olanrewaju & Okorie,¹⁹ argues that in order for a principal to become a good leader in the school: 1) be fair, and 2) be able to make recommendations; 3) encourage achievement of objectives; 4) able to act as a catalyst; 5) fostering a sense of safety; 6) can represent the company; 7) capable of inspiring others; and 8) eager to appreciate.

Zweig et al.,²⁰ state that the principal should avoid engaging in coercive or violent behavior when mobilizing students. On the other hand, the principal inspires students, staff, and teachers to perform their responsibilities with enthusiasm and confidence. The principal persuaded the principal that he was doing the right thing. According to Entrepreneur Minister Regulation 13 of 2007 regarding Competency Standards for School Principals, school principals must possess the following competencies to fulfill their entrepreneurial role: 1) coming up with new ideas that can help schools and madrasas grow; 2) putting in much effort to succeed in school as an effective student organization; 3) possess a strong drive to succeed in their primary duties and responsibilities as school leaders; 4) In the face of existing challenges, never give up and always look for the best solution; 5) be able to manage

¹⁸ Edwin Creely et al., "Leading Change for Creativity in Schools: Mobilizing Creative Risk-Taking and Productive Failure," *International Journal of Leadership in Education* 0, no. 0 (September 22, 2021): 1-24, <https://doi.org/10.1080/13603124.2021.1969040>.

¹⁹ Oludolapo Ibrahim Olanrewaju and Victor Nnannaya Okorie, "Exploring the Qualities of a Good Leader Using Principal Component Analysis," *Journal of Engineering, Project, and Production Management* 9, no. 2 (2019): 142.

²⁰ Janine M. Zweig et al., "The Rate of Cyber Dating Abuse Among Teens and How It Relates to Other Forms of Teen Dating Violence," *Journal of Youth and Adolescence* 42, no. 7 (July 1, 2013): 1063-77, <https://doi.org/10.1007/s10964-013-9922-8>.

school production/service activities as a source of student learning with an entrepreneurial spirit.²¹

The principal's role as a motivator entails encouraging, encouraging: being friendly, warm, and accepting of other people. According to Agih,²² school principals must have a plan for motivating education staff to complete various tasks. Raising weak people to become strong is one method of motivation. The principal can motivate students by awarding them for their achievements. School members are motivated to improve their work professionalism positively and productively by receiving appropriate, effective, and efficient awards. The principal's job is to convince and mobilize all educational staff and students to create a favorable working environment because they are the ones who create it. All school members will be more motivated to produce superior performance and continuously improve competency if the workplace culture is conducive. According to Agustina et al & Tobari,²³ school principals are responsible for influencing the work environment in the following ways: 1) controlling the school's physical environment; 2) establishing an atmosphere and working environment; 3) a changing culture in the school The principal should be able to create a comfortable environment by mobilizing all school members to create and maintain order, safety, shade, and cleanliness as the physical organizer of the school environment. This may occur if the principal can foster an academically stimulating work environment.²⁴

The quality of education is closely related to community participation. Community participation in the education process helps ensure that the education

²¹ Monique Lambert and Yamina Bouchamma, "Leadership Requirements for School Principals: Similarities and Differences between Four Competency Standards," *Canadian Journal of Educational Administration and Policy*, no. 188 (April 7, 2019), <https://journalhosting.ucalgary.ca/index.php/cjeap/article/view/43249>.

²² A. A. Agih, "Effective School Management and Supervision: Imperative for Quality Education Service Delivery," *African Research Review* 9, no. 3 (2015): 62-74, <https://doi.org/10.4314/afrrrev.v9i3.6>.

²³ Mediarita Agustina, Muhammad Kristiawan, and Tobari Tobari, "The Influence of Principal's Leadership and School's Climate on The Work Productivity of Vocational Pharmacy Teachers in Indonesia," *International Journal of Educational Review* 3, no. 1 (2021): 63-76, <https://doi.org/10.33369/ijer.v3i1.11858>.

²⁴ Susan M. Johnson, Matthew A. Kraft, and John P. Papay, "How Context Matters in High-Need Schools: The Effects of Teachers' Working Conditions on Their Professional Satisfaction and Their Students' Achievement," *Teachers College Record* 114, no. 10 (October 1, 2012): 1-39, <https://doi.org/10.1177/016146811211401004>.

provided follows the community's needs and expectations. This can make the community more understanding and involved in the educational process, improving the quality of education. Some examples of how community participation can affect the quality of education include Parental participation: parents involved in their child's education process can help ensure that they have a good understanding of education and how to support their child. Community: local people involved in planning and implementing education can help ensure that education meets the needs and expectations of the community. Financial support: communities involved in education can provide financial support to ensure that schools have the resources to provide quality education. Community participation in the educational process can improve the quality of education by ensuring that education meets the needs and expectations of the community, as well as making the community more understanding and involvement in the educational process.

E. RESEARCH METHODS

This research method section will describe the research design, population, sample, sampling techniques, research instruments, data collection methods, and data analysis techniques.

1. Research design

This study uses a quantitative approach because the research data is in numbers. At the same time, this research uses descriptive because its activities include collecting data to test hypotheses or answer questions concerning the current situation. This research design is called study correlational because the researcher wants to know the level of relationship of different variables in a population.

2. Population, Sampling, and Sampling Techniques

This study has a population of all high school teachers in Muhammadiyah in Metro Lampung, totaling 235 teachers. The sample used in research based on the formula this solving amounted to 70 samples. The sampling technique used proportional cluster *random sampling technique* where to pick up proportionately based on school units or balance and take conducted randomly.

3. Instrument's Shape

The instrument was developed in several ways: compiling research variable indicators, compiling instrument grids, conducting instrument trials, and testing instruments' validity and reliability.

4. Method of collecting data

Data collection can be done by distributing a questionnaire, a list of questions made in a simple form with the question method prepared beforehand and then given to the respondent to be answered. After being filled out by the respondent, it is withdrawn by the researcher to be analyzed with a computer application.

5. Data analysis technique

The collected data were analyzed using the following analysis techniques: (a) descriptive analysis, (b) Requirements test including normality test, homogeneity test, and linearity test, (c) simple and multiple regression analysis, and (c) analysis of the coefficient of determination and test F. To facilitate data processing, the data was processed using the *Statistical Program for the Social Sciences computer program*

F. RESEARCH RESULTS AND DISCUSSION

In this section, the research results will be presented, including the results of the questionnaire trials, specific descriptions of the research results, testing of the research hypotheses, and a discussion of the effect of the independent variables on the dependent variable.

1. Validity and Reliability Test Results

a) The result of test I validity Questionnaire Leadership head Head School (X 1)

Based on the results of the r test on the Leadership of the school principal to 20 respondents, the calculations for each item were then consulted with the r_{table} , and the significance was obtained by the r_{table} of 0.433.

b) The result of test validity Questionnaire Committee Role School (X 2)

Based on the results of the r test on the role of the school committee on 20 respondents, the results of each item were then consulted with the r_{table} , and the significance was obtained by the r_{table} of 0.433. Validity test results. Of the 16 questions, it turned out that there was one invalid item: question number 16.

2. The result of the validity Questionnaire Implementation Management School Based (Y)

Based on the summary of the validity test results, it is known that of the 22 items, there are two items whose count results (r_{count}) are below r . The tables for this group were invalid, namely item numbers 6 and 12. This can be seen from the $r_{count} < r_{table}$. Furthermore, the invalid item items are not used for data collection or are dropped.

2. Research result

1. Normality Test

The results of the normality test calculations can be seen in Table 19 below :

Table 19. RESULTS OF NORMALITY TESTS _ _ _ _ _

No	Estimated Value	Error Symp. (2Tailed)	Sig	Test results	Conclusion
1	Error Regression Y over X ₁	0.393		Reject Ho at $\alpha \geq 0.05$	Normal distribution of error data
2	Error Regression Y over X ₂	0.453		Reject Ho at $\alpha \geq 0.05$	Normal distribution of error data

The data normality test ensures that the research data has a normal distribution. Data normality testing was carried out using the *Kolmogorov-Smirnov test*. In the *Kolmogorov-Smirnov test*, it is stated that if the significance value or probability value $p > 0.05$, then the sample is said to be normally distributed, and vice versa if the significance value or probability value $p < 0.05$, then it is said the sample is not normally distributed.

2. Homogeneity Test

To test the homogeneity of variants using the *Levene test Based on Mean analysis*. If the significance value or probability value is $p < 0.05$, it is said that the

data come from populations with the same variance or vice versa. In testing the homogeneity of the population variance, 3 sample data variables were tested. The statistical hypothesis tested is as follows:

H₀: The sample variance is not homogeneous

H₁: Homogeneous sample variance

Based on the results shown by the homogeneity of variance test using SPSS assistance, the results can be summarized as shown in Table 20 below :

Table 20. Principal Leadership Homogeneity Test with School-Based Implementation

Test of Homogeneity of Variances

Implementation of School-Based Management

Levene Statistics	df1	df2	Sig.
.413	7	61	.890

Data source: Processed using the SPSS program in the attachment

Based on the output value of the Test of Homogeneity of Variances, the Levene Test score is 0.413, with a significance value of 0.001. This means the value of Sig. $0.890 > 0.05$, then H₁ is accepted, or in other words, the sample variance is homogeneous.

Table 24. School Committee Homogeneity Test with School-Based Implementation

Test of Homogeneity of Variances

Implementation of School-Based Management

Levene Statistics	df1	df2	Sig.
1,317	10	56	.244

Source of data: Processed using the SPSS program in the attachment

Based on the output value of the Test of Homogeneity of Variances, the Levene Test score is 1.317, with a significance value of 0.244. This means the value of Sig. $0.244 > 0.05$, H_1 is accepted, or the sample variance is homogeneous.

3. Linearity Test

This test is a prerequisite in the regression analysis to determine whether the principal's leadership variable and the implementation of school-based management have a linear or not significant effect. To find out about the results of the variable linearity test can be seen in Table 21 below :

Table 21. Results of the Principal's Linearity Test on the Implementation of School-Based Management

ANOVA Table

	Sum of Squares	Df	Mean Square	F	Sig.
Implementation of School-Based Management * Principal Leadership	48,176	8	6022	.715	.677
Between Groups	2,833	1	2,833	.336	.564
Deviation from Linearity	45,343	7	6,478	.769	.615
Within Groups	513,767	61	8,422		
Total	561,943	69			

Source: Data processed from Appendix 10

G. Discussion

1. The Influence of the Principal's Leadership (X1) on the Implementation of School-Based Management (Y)

From the results of the significance test, a probability score (sig) of 0.000 is obtained; thus the regression coefficient is significant, or the regression model can be used to predict the implementation of school-based management, which illustrates the meaningfulness of the influence between school principal leadership

on the implementation of school-based management is very significant so it can be explained that:

- a. Implementing school-based management supported by the principal's Leadership (constant) is 37,026.
- b. Each change/increase in the principal's leadership variable will determine the level of school-based management implementation. Each time there is an increase of one point in the principal's leadership variable, it will increase the score of the school-based management implementation variable by 0.478.

2. The Influence of the Role of the School Committee (X 2) on the Implementation of School-Based Management (Y)

The regression equation of the school committee's role variable (X 2) on implementing school-based management at Muhammadiyah Vocational Schools in Metro Lampung City is $\hat{Y} = 38.769 + 0.600 X_2$. With the exact resemblance to the regression, it can be stated that:

- a. Implementation of school-based management, which is supported by the role of the (constant) school committee, is 38,769.
- b. Every change or increase in the school committee role variable will determine the level of implementation of school-based management; every time there is an increase of one point in the school committee role variable, it will result in an increase in the score of the school-based management implementation variable by 0.600.

3. The Influence of the Principal's Leadership (X1) and the Role of the School Committee (X2) Together on the Implementation of School-Based Management (Y)

Based on the regression analysis, there is a positive and significant influence on the Leadership of the school principal (X 1) and the role of the school committee (X 2) collectively on the implementation of a school-based management school (Y). The results of this research study indicate that the Leadership of the school principal and the role of the school committee is getting better then the effect will be even better on the implementation of school-based management. This can be

described by the same regression equation $Y = 29.408 + 0.484 X_1 + 0.212 X_2$. With it can be said that if the variable is variabel school principal leadership (X_1) and school committee role variables (X_2) with the implementation of school-based management (Y) were measured together with the instrument what we have developed is that we will research this, so every change in the principal's leadership score will the role of the school committee as large as one unit will cause an increase of one unit. If estimated, the school-based management score will change by 0.484 in the principal's leadership variable, and the implementation of school-based management will change by 0.212 in the role variable school committee under the same direction. From calculating the regression between the Leadership of the school principal (X_1) and the role of the school committee (X_2) with the implementation of school-based management (Y) it classifies medium. Yes, it uses a magnitude of 0.339. This shows the interaction between one and the variable X_2 on the variable Y has a significant effect even though the regression is classified as moderate.

H. Conclusion

Based on the results of the analysis, which aims to find out how much influence the school principal's leadership and the role of the school committee have on the implementation of school-based management, it can be concluded that Principal leadership competencies and the role of school committees have a positive and significant effect on the implementation of school-based management, especially at Muhammadiyah Vocational Schools throughout Metro Lampung City.

Thus, it is hoped that the principal will contribute ideas and input to education providers regarding the critical role of school committees which help improve the quality and quality of education in schools by using the authority they have obtained to improve the quality and quality of education for which they are responsible and as a central figure in schools which he leads must always seek and empower teachers continuously and motivate so that the implementation of school-based management remains good and can be maintained so that a harmonious partnership is established to improve the quality and quality of education in schools.

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