



THE INFLUENCE OF THE DEMOCRACY LEADERSHIP STYLE OF THE SCHOOL, TEACHER COMPETENCY AND THE ROLE OF THE SCHOOL COMMITTEE ON THE QUALITY OF HIGH SCHOOL EDUCATION IN TANGERANG DISTRICT

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Abstrak: The purpose of this study was to analyze the influence of the Principal's Democratic Leadership Style, Teacher Competence, and the Role of School Committees on the Quality of Senior High School Education in Tangerang Regency. The success of an organization is determined by students and teachers in operating the work units in the agency. The quality of education can be influenced by several factors, including the Principal's Democratic Leadership Style, Teacher Competence, and the Role of the School Committee. The object of this research is a high school teacher in Tangerang Regency. The sample used is Tangerang Regency Teachers as many as 90 respondents. The analysis used is multiple linear regression. The results of the regression analysis between the Principal's Democratic Leadership Style, Teacher Competence, and the Role of School Committees on Education Quality showed significant results with a significance of 0.046, 0.041 and $0.44 < = 0.05$. Based on the results of the analysis, it can be concluded that the Leadership Style, Teacher Competence, and the Role of the School Committee have a positive and significant effect on the Quality of Education.

Keywords: Leadership Style, Teacher Competence, Role of School Committees, Education Quality

INTRODUCTION

The progress of a school with other schools is not the same. There are schools that have a myriad of achievements and some are very poor with achievements, there are also schools that have complete facilities and infrastructure, some have facilities and infrastructure that are not suitable for use in the process of teaching and learning activities and there are schools that have good school management. and there is also a poor school management. There are several factors behind it all.

The teacher is the most decisive component in the education system as a whole, which must receive central attention, because the teacher is always associated with any component in the education system. Teachers play a major role in the development of education, especially those held formally in schools. Teachers also determine the success of students,

especially in relation to the teaching and learning process. Teachers are also the most influential component in the creation of quality educational processes and outcomes. Therefore, any improvement efforts to improve the quality of education will not make a significant contribution without the support of professional and qualified teachers.

Based on initial observations, there are 32 public high schools in Tangerang Regency, but the author focuses on 3 schools, namely SMAN 18 Tangerang Regency, SMAN 19 Tangerang Regency and SMAN 30 Tangerang Regency. The results of the author's interviews with teachers at the three public high schools show that the principal's leadership style is still not democratic, and the role of the committee is not optimal, teacher competence is not optimal, seen from the lack of training or workshops to improve teacher competence.

LITERATURE REVIEW

Quality of Education

According to Hari Sudradjad (2019), quality education is education that is able to produce graduates who have the ability or competence, both academic competence and vocational competence, which are based on personal and social competencies, as well as noble moral values, all of which are life skills. skills), education that is able to produce a complete human being (a complete human being) or a human with an integral personality (integrated personality) those who are able to integrate faith, knowledge, and charity.

Leadership Style

According to Davis and Newstrom (1989) "Leadership style is the overall pattern of leader actions as perceived by their employees. The leadership style represents the philosophy, skills, and attitudes of the leader. These leadership styles vary on the basis of motivation, power or orientation to tasks and people. Although the styles vary with different employees, each style is discussed separately to highlight the differences." Kartono (2018: 34) states that leadership style is the nature, habit, temperament, character and personality that distinguishes a leader in interacting with others. Thoha (2017: 49) suggests that leadership style is a behavioral norm used by a person when that person tries to influence the behavior of others or subordinates.

Teacher Competence

Competence is basically a description of what a person can do at work, as well as what forms of work that can be seen. To be able to do a job, a person must have the ability in the form of knowledge, attitudes and skills that are relevant to the field of work Amrina (2021). A person is called competent in his/her field if his/her knowledge, skills and attitudes, as well as the results of his/her work are in accordance with the standards (measures) set and/or recognized by the institution/government (Dwiprima, 2019). In the Law of the Republic of Indonesia Number 14 of 2005 concerning Teachers and Lecturers, it is explained that: competence is a set of knowledge, skills, and behaviors that must be possessed, internalized, and controlled by teachers or lecturers in carrying out professional duties (Mulyasa: 2017).

Committee Role

The school committee is an independent body that accommodates community participation in order to improve the quality, equity, and efficiency of education management in education units, both in the pre-school education path, the school education path and the out-of-school education path (Ardy: 2019). According to Syamsudin (2018), the school committee can also be interpreted as a non-profit and non-political body or institution, formed based on democratic deliberation by education stakeholders at the education unit level

as a representation of various elements responsible for improving the quality of educational processes and outcomes.

Previous research

The results of Mulyana Abdullah's research (2020) that the success of an educational program organized by a school organization will be very difficult to achieve without a harmony of views between school principals, teachers and the community about the true meaning of education, and how the education process in the school should be implemented.

Conceptual Framework

Following the explanation on the background of the problem, as well as theoretical studies and the results of previous research, can be seen according to the conceptual framework picture below.

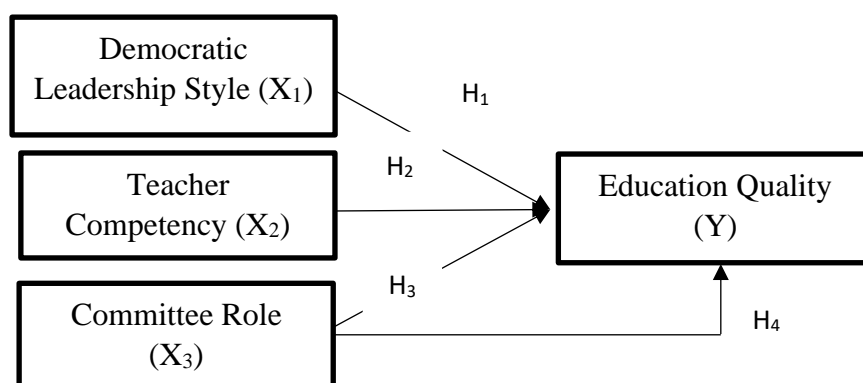


Figure 1. Conceptual Framework

Hypothesis

From the description of the theoretical framework above, the research hypotheses are:

H1: Leadership style positively affects Education Quality

H2: Teacher competence positively affects the quality of education.

H3: The role of the Committee positively affects the Quality of Education

H4: Leadership Style, Teacher Competence and the Role of the Working Committee together affect the Quality of Education.

RESEARCH METHODS

The type of method in this journal is quantitative research, through data obtained directly from distributing questionnaires to respondents. The free variables in this study are Leadership Style, Teacher Competence and Committee Roles, while the dependent variable is the quality of education. measurement using a Likert scale. the total population is teachers from 3 high school schools in Tangerang Regency the number of respondents in this study was 90 teachers. The sampling method is the Census Technique. The method for analyzing the data uses multiple linear regression analysis as a reference for assessing the research hypothesis.

FINDINGS AND DISCUSSION

Characteristics of Respondents

Based on the characteristics of respondents from the age and gender categories above, the results obtained that the most respondents aged 20-40 years were 52 people (57.8%), and those aged 41-60 years were 23 people (42.2%) and Respondents who are female, namely 54 people (60.0%) while for men as many as 36 people (40.0%).

Validity and Reliability Test

According to the results of the validity test of each indicator variable, the leadership style variable has an r-calculated value between 0.573 – 0.683, the teacher competency variable indicator has an r-calculated value between 0.660 – 0.784, the committee role variable indicator has an r-calculated value between 0.749 – 0.656 and the variable indicator of the quality of education has an r-calculated between 0.457 – 0.532. If viewed based on the data, the calculated r value is greater than the r value in the table (0.207), then all research indicators are declared valid.

Tabel 1. Validity Test Results

Variable	Indicator	r-counted	Results
Leadership Style	X1.1 – X1.10	0.573 – 0.683	Valid
Teacher Competence	X2.1 – X2.10	0.660 – 0.784	Valid
Role Committees	X3.1 – X3.10	0.749 – 0.656	Valid
Education Quality	Y1 – Y20	0.457 – 0.532	Valid

Source: The Processed SPSS data in 2022

Based on the reliability test of the research variables, this shows that if all variables and the Cronbach alpha value > 0.60 then the conclusion is reliable.

Tabel 2. Reliability Test Results

Variable	Alpha	Results
Leadership Style	0.669	Reliabel
Teacher Competence	0.722	Reliabel
Role Committees	0.861	Reliabel
Education Quality	0.768	Reliabel

Source: The Processed SPSS data in 2022

Classic Assumption Test

Judging from the results of the normality test based on the residual distribution, it is said to be normal, referring to a significance value of more than 0.05 (Asymp. Sig. 0.20).

Tabel 3. Normality test

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		90
Normal Parameters ^{a,b}	Mean	,0000000
	Std. Deviation	2,44729884
Most Extreme Differences	Absolute	,128
	Positive	,128
	Negative	-,079
Test Statistic		,128
Asymp. Sig. (2-tailed)		,200 ^{c,d}
a. Test distribution is Normal.		
b. Calculated from data.		
c. Lilliefors Significance Correction.		
d. This is a lower bound of the true significance.		

Source: The Processed SPSS data in 2022

Multicollinearity Test

Based on the data from the multicollinearity test results obtained that all tolerance values are greater than 0.10 with a VIF value less than 10, it can be proven that there is no multicollinearity in each independent variable.

Tabel 4. Multicollinearity Test

Coefficients ^a								
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	14,699	8,031		1,830	,085		
	Gaya Kepemimpinan	,468	,218	,408	2,150	,046	,878	1,139
	Mutu Pendidikan	,553	,250	,420	2,215	,041	,878	1,139

a. Dependent Variable: Mutu Pendidikan

Source: The Processed SPSS data in 2022

The results of the heterogeneity test show that the points are spread out or are around the number 0, so it can be concluded that the data is homogeneous or there are no heteroscedastic symptoms.

Multiple Linear Regression Analysis

The regression equation is the result of a statistical test with a significance level of 5%.

$$Y = 14,699 + 0,468 X_1 - 0,553X_2 0,467X_3$$

From the regression it can be concluded below:

- 1) The constant of 14,699 states that if the independent variable is considered constant, then the Quality of Education (Y) is 14,699.
- 2) Leadership Style regression coefficient (X1) of 0.468 states that each Leadership Style (X1) has increased, the Quality of Education (Y) has also experienced an increase of 0.468.
- 3) The regression coefficient of Teacher Competence (X2) of 0.553 states that each Teacher Competence (X2) has increased, the Quality of Education (Y) has also increased by 0.553.

The regression coefficient for Committee Roles (X3) is 0.467, stating that each Committee Role (X2) has increased, the Quality of Education (Y) has also increased by 0.467.

Tabel 5. Multiple Linear Regression Test

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	14,699	8,031		1,830	,085
	Gaya Kepemimpinan	,468	,218	,408	2,150	,046
	Kompetensi Guru	,553	,250	,420	2,215	,041
	Peran Komite	,487	,215	,412	2,106	,044

a. Dependent Variable: Mutu Pendidikan

Source: The Processed SPSS data in 2022

The result of the calculated f value is 7.317 while the f table is 2.15, so it can be seen that the calculated f value is greater than f table ($7.317 > 2.15$). In other words, it can be said that the variable of Leadership Style (X1) Teacher Competence (X2) and Committee Role (X3) have a significant effect simultaneously (simultaneously) on the variable, namely Quality of Education (Y) at SMAN in Tangerang Regency.

Tabel 6. F . Test Results

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	97,954	3	48,977	7,317	,005 ^b
	Residual	113,796	72	6,694		
	Total	211,750	74			
a. Dependent Variable: Mutu Pendidikan						
b. Predictors: (Constant), Peran Komite, Kompetensi Guru, Gaya Kepemimpinan						

Source: The Processed SPSS data in 2022

Tabel 7. Determination Test

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,680 ^a	,463	,399	2,587
a. Predictors: (Constant), Peran Komite, Kompetensi Guru, Gaya Kepemimpinan				

Source: The Processed SPSS data in 2022

Discussion

Based on the results of the analysis, it is shown that for the Leadership Style variable, the value of t count = 2.150 and the value of sig = 0.046. Because the value of t table = 1.988, it can be said that t count is greater than t table and sig value is less than 0.05. Thus H_0 is rejected or it can be concluded that the regression equation is significant.

Based on the results of the analysis, it is shown that for the Teacher Competency variable, the value of t count = 2.215 and the value of sig = 0.041. Because the value of t table = 1.988, it can be said that t count is greater than t table and sig value is less than 0.05. Thus H_0 is rejected or it can be concluded that the regression equation is significant.

Based on the results of the analysis, it is shown that for the Committee Role variable, the value of t count = 2.106 and the value of sig = 0.044. Because the value of t table = 1.988, it can be said that t count is greater than t table and sig value is less than 0.05. Thus H_0 is rejected or it can be concluded that the regression equation is significant.

The results of the significant test show that the result of f arithmetic is 7.317 and the value of sig = 0.005. Thus, the calculated f value is greater than f table and the sig value is less than 0.05, meaning that H_0 is rejected or the regression equation is significant.

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

As a research conducted in the educational environment, the conclusions drawn in the field of education as well as further research, in connection with this, the following conclusions can be drawn:

Leadership Style (X1) has a positive and significant effect on Education Quality (Y). Thus H_0 is rejected and H_a is accepted, so that partially (individually) there is a significant positive effect between Leadership Style (X1) on Education Quality (Y) at SMAN in Tangerang Regency.

Teacher Competency Services (X2) has a positive and significant effect on Education Quality (Y). Thus H0 is rejected and Ha is accepted, so that partially (individually) there is a significant positive effect between Teacher Competence (X2) on Education Quality (Y) at SMAN in Tangerang Regency.

Service Committee Role (X3) has a positive and significant effect on Education Quality (Y). Thus H0 is rejected and Ha is accepted, so that partially (individually) there is a significant positive effect between the Role of the Committee (X3) on the Quality of Education (Y) at SMAN in Tangerang Regency

The calculated f value is 7.317 while the f table is 2.15, so it can be seen that the calculated f value is greater than f table ($7.317 > 2.15$). In other words, it can be said that the variables of Leadership Style (X1) Teacher Competence (X2) and Committee Roles (X3) have a significant effect simultaneously (simultaneously) on the variable, namely Education Quality (Y) at SMAN in Tangerang Regency.

Suggestion

Based on the conclusions above, there are several suggestions that can be given as follows:

1) Time

It's better to do research can be done longer or not in a hurry in order to get better and more accurate results

2) Variable

There are other variables that can actually affect this research, especially for variables that can affect Leadership Style. Examples of other variables that can affect leadership style are salary or wages, work motivation and work environment variables.

3) Research Place

We recommend that the research place can be taken in a private school, foundation, service or other public service field, and the answers to the questionnaire can be chosen more selectively to get better results.

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