

DOI: <https://doi.org/10.31933/dijemss>

Received: 17 July 2024, Revised: 20 July 2024, Publish: 21 July 2024

<https://creativecommons.org/licenses/by/4.0/>

## The Influence Of Managerial Competence And Democratic Leadership Style On School Quality Mediated By School-Based Management In Sukakarta 03 Public Schools

**Ikhwan Nur Ismail<sup>1</sup>, Taufiq Rachman<sup>2</sup>, Adibah Yahya<sup>3</sup>.**<sup>1</sup> Universitas Pelita Bangsa, Bekasi, Indonesia, [ikhwan22@mhs.pelitabangsa.ac.id](mailto:ikhwan22@mhs.pelitabangsa.ac.id).<sup>2</sup> Universitas Pelita Bangsa, Bekasi, Indonesia, [tfqman@gmail.com](mailto:tfqman@gmail.com).<sup>3</sup> Universitas Pelita Bangsa, Bekasi, Indonesia, [adibah.yahya@pelitabangsa.ac.id](mailto:adibah.yahya@pelitabangsa.ac.id).Corresponding Author: [ikhwan22@mhs.pelitabangsa.ac.id](mailto:ikhwan22@mhs.pelitabangsa.ac.id)<sup>1</sup>

**Abstract:** This study examines the effect of managerial competence and democratic leadership style on school quality, mediated by school-based management at SDN Sukakarta 03. The phenomenon of the problem at hand is the low quality of education in Indonesia, which is reflected in the 2018 PISA survey results. The purpose of this study is to analyze how much influence managerial competence and democratic leadership style have on school quality, taking into account the mediating role of school-based management. The method used is quantitative with path analysis to test the research hypothesis. Data were collected through questionnaires distributed to teachers at SDN Sukakarta 03. The results showed that managerial competence and democratic leadership style have a significant influence on school quality. School-based management was also shown to mediate the relationship between managerial competence and school quality, as well as between democratic leadership style and school quality. However, this mediating effect was not statistically significant. In conclusion, improving managerial competencies and implementing democratic leadership styles can improve school quality, although the mediating role of school-based management needs further attention.

**Keyword:** Managerial Competence, Democratic Leadership Style, School Quality, Management

### INTRODUCTION

The Program for International Student Assessment (PISA) is an evaluation survey of the world's education system that measures the performance of students in secondary education. The 2018 results, announced in December 2019, placed Indonesian students among the lowest scores on reading, math and science measures. In the reading category, Indonesia ranked 6th from the bottom (74th) with an average score of 371. This is down from 64th in 2015. Then in the math category, Indonesia ranked 7th from the bottom (73rd) with an average score of 379. Down from 63rd in 2015. While in the science performance category, Indonesia is ranked 9th from the bottom (71), with an average score of 396. Down

from 62nd in 2015. In Indonesia, the government has provided a reference for schools in Indonesia to have good quality, one of which is by issuing the National Education Standards (SNP). According to Peraturan Pemerintah nomor 19 tahun 2005 bab 1 pasal 1 ayat 1, what is meant by national education standards are minimum criteria about the education system in all jurisdictions of the Unitary State of the Republic of Indonesia. (background of the problem)

Every educational institution is required to meet the minimum criteria that have been determined in order to achieve the goal of equal distribution of education in the jurisdiction of the Unitary Republic of Indonesia. The existence of national standards of education is expected to implement policies in each school to be more focused and can equalize the quality standards of education in Indonesia. However, the problem faced by Indonesia is that the quality of each school is still far from what is expected, especially in eastern Indonesia. The government, especially the Ministry of Education and Culture, has evaluated the quality of education at the primary school level which is carried out periodically every year. The result of the quality evaluation is the achievement value of each national standard of education and the resulting five groups, namely towards SNP 1 (M1), towards SNP 2 Grouping the Quality of Primary Schools in Indonesia Based on National Education Standards.

Quality is a subjective and relative term that can be interpreted in various ways where each definition can be supported by equally good arguments. (Habibi, 2024). In the context of education, the notion of quality refers to input, process, output, and impact. Input quality can be seen from several sides. First, the good condition or not of human resource inputs such as principals, laboratory teachers, administrative staff, and students. Second, whether or not the material input criteria in the form of teaching aids, books, curriculum, infrastructure, school facilities, and others are met. Third, whether or not the input criteria in the form of software, such as regulations, organizational structures, and job descriptions are met. Fourth, the quality of input in the nature of expectations and needs, such as vision, motivation, perseverance, and ideals. The results of education are considered quality if they are able to produce academic and extracurricular excellence in students who are declared to have graduated for one level of education or completed a certain learning program. Quality in education includes the quality of input, process, output, and outcome. Educational input is declared quality if it is ready to process. The education process is quality if it is able to create an atmosphere that is PAKEMB (Active, Creative, Fun, and Meaningful Learning). Output, declared quality if the academic and non-academic learning outcomes of students are high. Outcome, declared quality if graduates are quickly absorbed in the world of work, reasonable salaries, all parties recognize the greatness of graduates and are satisfied. (Johari et al, 2019).

School is one of the organizations engaged in education and is a determining factor in quality or quality (Widodo, 2020) the human resources in it consist of a system consisting of; school leaders, teachers who act as objects of actors and administrative managers and parents of students who send their children to these educational institutions (M Nurman, 2018) also explained that there are eight indicators that can be used to measure the quality of education, namely: 1) students, which include student creativity and student out put, 2) teachers, including teachers' abilities in teaching activities, work experience, work motivation, and discipline, 3) curriculum: suitability of learning objectives with the curriculum and suitability of learning materials with the curriculum, 4) facilities and infrastructure, namely the completeness of facilities and infrastructure, 5) classroom management including student positioning, 6) teaching and learning process, including: mastery of material, use of teaching methods, teacher appearance, and utilization of tools and facilities, 7) fund management, including: budget planning, use of funds, reports, and supervision, and 8) school relations with the community. Meanwhile, according to Sallis (2018), school quality indicators are influenced by several things, including: (1) Customer focus, (2) Leadership, (3) Involvement of people, (4) Process approach, (5) System approach to management, (6) Continious

improvement, (7) Factual approach to decision making, (8) Mutually beneficial supplier relationship (Sallis, 2018).

Improving the quality of schools is inseparable from the managerial competence in the school, namely the role of the Principal's competence. Principals are teachers who have additional duties as leaders in schools to manage and lead a formal education institution that is appointed based on their duties and authority by the government or education provider institutions. The principal has the greatest responsibility in an effort to promote quality education in each educational unit he leads, the principal is also the top manager responsible for the quality of education quality in his institution. The Principal is the top manager in the school. His thought patterns will greatly influence and even determine the progress of the school (Laela et al., 2023). Therefore, it must have the ability to influence, encourage, guide, direct and mobilize teachers, staff, students parents and other related parties to perform highly in order to achieve school goals. Among the determinants of the role of performance improvement is managerial competence. Principal's managerial ability is the ability of the principal to carry out management activities procedurally to empower all available resources to achieve predetermined school goals, which can be reviewed from four aspects; planning skills, administrative skills, human relations skills, and technical skills. A person's leadership will color the work pattern and how to accommodate all existing functions in supporting the realization of organizational goals (Anjani et al, 2021). For this reason, the principal absolutely must have managerial skills. By having these managerial skills, it is hoped that the performance of teachers in their schools can improve.

Research conducted by Laela et al (2023) states that the managerial competence of school principals has a significant effect on the quality of public primary schools in Cikande District. Furthermore, research conducted by Hartati (2022) states the same thing that principal leadership is one of the main factors in implementing effective school management in terms of technology, school culture, information systems, and organization. To create a school that can be said to be successful, the best or effective, it must be able to meet some very important criteria, namely the existence of a leader or a principal who is not only a figure of school personification.

The characteristics of a good principal so as to be able to influence the course of the existing system in the school. A good principal is expected (a) Will shape the implementation of learning by teachers to be good, (b) Can create conditions that allow for the birth of a harmonious and conducive work climate and human relations, (c) Can influence in determining organizational goals, motivate follower behavior to achieve goals, influence to improve the group and its culture. In line with that, Andriani et al (2018) stated that principal leadership has a direct impact on teacher competence, teacher work motivation, and teacher job satisfaction (Hidayah, 2021). Leadership is the most important factor in supporting the achievement of school organizational goals. The success of the principal in managing the office, managing school infrastructure, fostering teachers or managing other school activities is largely determined by the principal's leadership.

Democratic leadership is characterized by a structure that is developed using a cooperative decision-making approach. Under democratic leadership, subordinates tend to have high morals, can work together, prioritize work quality, and can direct themselves. According to Robbins and Coulter, a democratic leadership style includes employees in decision making, delegates power, encourages employee participation in determining work methods and goals to be achieved, and views feedback as an opportunity to train employees. The characteristics of a democratic leadership style according to Margolang et al (2023) are 1) all policies occur in discussion groups and decisions are made with encouragement and assistance from the leader; 2) all activities are discussed, general steps for group goals are made, and if technical instructions are needed the leader suggests two or more alternatives that can be chosen; 3) members are free to work with anyone they choose and the division of

tasks is determined by the group. According to Handoko and Reksohadiprodjo, the characteristics of a democratic leadership style are 1) paying more attention to subordinates to achieve organizational goals; 2) emphasizing two things, namely subordinates and tasks; 3) the leader is objective in his praise and criticism and tries to become an ordinary group member in spirit and spirit without doing much work. Democratic leadership values the potential of each individual willing to listen to the advice and suggestions of subordinates.

In the context of education, a principal with a democratic leadership style means being able to move, guide and direct staff appropriately, all activities in the school organization will be carried out effectively (Haryani et al, 2022)

Conversely, if he cannot mobilize members effectively, he will not be able to achieve goals optimally. The principal will be able to maximize his leadership function by adjusting the leadership style he applies. Reflecting on the leadership functions mentioned above, there are similarities with the principles of democratic leadership in which there are main elements, namely: It has an implementation pattern that prioritizes cooperation, responsibility, and deliberation in determining decisions. This indicates that the most ideal leadership in running an educational institution is a democratic leadership style. Democratic leadership is a leader who considers himself as part of his group and tries together to be responsible for the implementation of common goals. Principals who use a democratic style will be good mentors for their groups. Democratic principals realize that coordinating work to all subordinates with a sense of responsibility and cooperation is the main thing. The strength of the organization lies in the active participation of each member, so the principal is willing to listen to the advice of various parties to utilize the advantages of each member as effectively as possible (Haryani et al, 2022).

SD Negeri 03 Sukakarta, with the number of students 609, and the number of teachers 35. State Elementary School 03 Sukakarta is one of the State Elementary Schools in Sukawangi District. However, in terms of achieving school quality, SD Negeri 03 Sukakarta is still classified as insufficient, this is because the teacher's competence is still high school, the teaching method is still the old method (lecture), and also the Principal as a leader is still less adaptive to curriculum changes that occur, does not utilize technology in the learning process and there is still no curriculum novelty (still using curriculum 13 (old curriculum), facilities and infrastructure are sufficient with the existence of a computer lab, but not all teachers are able to operate technology properly into the learning process.

The principal's democratic leadership style is applied at SD Negeri Sukakarta 03, characterized by deliberation to reach consensus in making decisions related to school activities and delegating certain tasks to teachers and education personnel. This is done with the hope that the involvement of teachers and education personnel in a decision and trust in the tasks assigned, making them willing to do a good job without coercion. However, excessive teacher involvement in the decision-making process is one of the factors that can affect teacher work motivation which has an impact on performance. In addition, there are still teachers who need guidance and direction related to competence and discipline in an effort to improve performance. Based on what has been mentioned above, it can be said that managerial competence and the democratic leadership style of the principal are factors that determine the level of success in the world of education.

So that this research is important because it will test the variables that affect the improvement of school quality involving the influence of Managerial Leadership and Democratic Leadership of Principals by involving School-Based Management.

School-Based Management is a management model that provides autonomy or independence to schools or madrasah and encourages participatory decision making that directly involves all school or madrasah residents in accordance with quality service standards set by the central, provincial, district and city governments. This means that MBS is an activity that involves all school members, including students, guardians, the community,



education and education personnel. School-based management is a decision-making policy that was originally centered from the central government (central) to the local government (desantrilik), involving principals, teaching and education personnel, parents and guardians. So it can be said that MBS has the authority in which educational institutions are given the freedom to manage finances, technology, methods, and human resources (Setyaningsih et al, 2021).

School-based quality management has strong autonomy at the school level, active participation of the community in education, a democratic and equitable decision-making process, and upholds accountability and transparency in every educational activity.<sup>9</sup> The school-based quality management program aims to empower schools by providing authority, flexibility and resources to improve the quality of school performance. The implementation of the School-Based Quality Management concept in relation to improving the quality of education is a process that is integrated with the process of improving the quality of human resources itself. Education is essential and even one of the most important elements of a person's life. It must be recognized that the level of education can be a measure of a person's level of thinking ability. The task of providing quality education for citizens is demanding and requires a strong capacity of school management to organize human and material resources to meet the various needs and challenges of school administration in curriculum implementation, so that educational goals and objectives can be achieved. This situation calls for an improved approach to the school management system. Therefore, an attempt was made to build a conceptual model of the interrelationships between key variables. In Indonesia, school-based management is implemented to assure the quality of resource inputs, the performance of teachers' learning tasks, the supervisory role of actors, and students' academic achievement. Research conducted by Suhardi, 2022 states that school-based management has a positive relationship with improving school quality.

This study discusses the effect of managerial competence and democratic leadership style on school quality mediated by school-based management. In previous research in the journal Ahmad (2022) which states that Democratic Leadership has no significant effect on improving the quality of education, besides that in Gulo's research (2023) has the results of Democratic Leadership has no significant effect on improving the quality of education. In this case, researchers see the phenomenon that there are many factors that play a role in improving the quality of education, including through School-Based Management. Thus, the element of novelty in this study is that researchers use School-Based Management as an intervening variable.

Referring to the description of relevant theories and some previous research results that show differences in the direction of influence, both negative and positive, the authors conducted research with the title "The Effect of Managerial Competence and Democratic Leadership Style on School Quality mediated by School-based Management at SD Negeri Sukakarta 03".

## **METHOD**

This research will use a quantitative approach with a survey method through distributing questionnaires at SDN 03 Sukakarta. The primary data obtained in this study are the results of distributing questionnaires to Teachers and Education Personnel of SDN 03 Sukakarta. The population in this study were Educators at SDN 03 Sukakarta. The population in this study amounted to 30 Educators at SDN 03 Sukakarta. With a sampling technique, namely Probability Sampling, which means a sampling technique that provides equal opportunities for each element (member) of the population to be selected as a sample member (Sugiyono, 2019). The data collection technique in this study used a survey with a data collection tool, namely a questionnaire or questionnaire. Data analysis was carried out using the Partial Least Square (PLS) method using SmartPLS software version 3. There are several

stages of testing that will be carried out, namely through the convergent validity, average variance extracted (AVE), and discriminant valid ity tests (Ghozali, 2018).

## RESULTS AND DISCUSSION

### Structural Model (Inner model)

The structural model or inner model is used to determine how well the designed model can explain the correlation between latent variables in the study (Hair et al., 2019). Structural model evaluation can be done by testing the Coefficient of Determination ( $R^2$ ), Path coefficient ( $\beta$ ), and Predictive Relevance ( $Q^2$ ).

Coefficient of Determination ( $R^2$ )

Coefficient of Determination ( $R^2$ ) is used to show how much the independent variable affects the dependent variable (Hair et al., 2019). The results obtained are as follows:

**Table 1. Coefficient of Determination ( $R^2$ )**

	R Square	R Square Adjusted
School-based Management	0.356	0.336
Quality	0.679	0.663

Table 1 shows the value of  $R^2$ , the first dependent variable, school-based management, is influenced by 35.6% by the variables of managerial competence, and democratic leadership style. While the remaining 64.4% may be influenced by other variables not included in the study. Furthermore, the second dependent variable, quality, is influenced by 67.9% by the variables of managerial competence, democratic leadership style and school-based management, while the remaining 32.1% is influenced by other variables not included in the study.

### Path coefficient ( $\beta$ )

Path coefficient testing serves to determine the direction of the relationship between the variables used in the study. The path coefficient value in the range -0.1 to 0.1 is considered negative and inversely proportional. Meanwhile, the value that is considered positive and directly proportional must be greater than 0.1 (Hair et al., 2019).

**Table 2. Path coefficient ( $\beta$ )**

	Democratic Leadership Style	Managerial Competence	School-based Management	Quality
Democratic Leadership Style			0.305	0.239
Managerial Competence			0.357	0.462
School-based Management				0.264
Quality				

Table 2 shows the results of the path coefficient, which indicates that all relationships have values greater than 0.1. First, democratic leadership style has a positive and directly proportional relationship to school-based management and quality, as it has a value of 0.305 to school-based management and 0.239 to quality. Second, the relationship of managerial competence to school-based management and quality shows positive and directly proportional results, because it has a value of 0.357 to school-based management and 0.462

to quality. Third, the relationship of school-based management to quality shows positive results and is directly proportional, because it has a value of 0.264 to quality.

### T-statistic

The t test in the study shows how much influence the independent variable has on the dependent variable. The results of the t test if greater than 1.96 are considered significant and with an alpha value of 5%. Therefore, the criteria for rejecting or accepting a hypothesis, if the p value <0.05 then the hypothesis is accepted. Conversely, if the p value > 0.05, the hypothesis is rejected (Hair et al., 2019).

**Table 3. Hypothesis Test**

	<b>Original Sample (O)</b>	<b>Sample Mean (M)</b>	<b>Standard Deviation (STDEV)</b>	<b>T Statistics ( O/STDEV )</b>	<b>P Values</b>
<b>Democratic Leadership Style -&gt; School-Based Management</b>	0.305	0.334	0.154	1.978	0.048
<b>Democratic Leadership Style -&gt; Quality</b>	0.239	0.242	0.093	2.560	0.011
<b>Managerial Competence -&gt; School Based Management</b>	0.357	0.357	0.152	2.342	0.020
<b>Managerial Competence -&gt; Quality</b>	0.462	0.450	0.108	4.275	0.000
<b>School Based Management -&gt; Quality</b>	0.264	0.273	0.094	2.807	0.005

Table 3 shows that the results of the test show that all of the hypothesis tests show a t-statistic value of more than 1.96. The results of the t-statistic value are used to determine whether the hypothesis in the study is accepted or rejected. The results show that the overall test explains that all hypotheses are accepted. Furthermore, to see the effect of mediation can be seen in table 4 below:

**Table 4. Specific Indirect Effect**

	<b>Original Sample (O)</b>	<b>Sample Mean (M)</b>	<b>Standard Deviation (STDEV)</b>	<b>T Statistics ( O/STDEV )</b>	<b>P Values</b>
<b>Democratic Leadership Style -&gt; School Based Management -&gt; Quality</b>	0.080	0.091	0.051	1.572	0.116
<b>Managerial Competence -&gt; School Based Management -&gt; Quality</b>	0.094	0.102	0.063	1.500	0.134

Table 4 shows that the overall test explains that all hypotheses are accepted even though they are not statistically significant.

### Predictive Relevance ( $Q^2$ )

Predictive relevance ( $Q^2$ ) is a test conducted to determine the extent to which the model in the study can accurately predict the dependent variable. In another sense, the value of the  $Q^2$  test results shows how good the resulting observation value is. A high  $Q^2$  value indicates that the research model has a good ability to predict the dependent variable (Hair et al., 2019). The following are the test results of  $Q^2$  :

**Table 5. Predictive relevance ( $Q^2$ )**

	SSO	SSE	$Q^2$ (=1-SSE/SSO)
<b>Democratic Leadership Style</b>	1300.000	1300.000	
<b>Managerial Competence</b>	975.000	975.000	
<b>School-based Management</b>	2600.000	2056.912	0.209
<b>Quality</b>	3900.000	1779.012	0.544

The results of testing  $Q^2$  show that the whole has a value of more than 0. The employee performance variable has a  $Q$  value<sup>2</sup> of 0.394 or 39.4%, which means that the model can explain the information in the data or has a good observation value.

### Discussion of Research Results

Based on the results of the data analysis carried out, it can be seen that the answer to the problem formulation has a positive effect on the hypothesis proposed in this study. Therefore, the results of the discussion of data analysis in the study can be explained as follows:

#### The Effect of Managerial Competence on School-Based Management

The test results on the first hypothesis show that Managerial Competence has a positive and significant effect on School-Based Management. The resulting T-statistic value is  $2.342 > 1.96$ . The path coefficient value of Managerial Competence on School-Based Management is  $0.357 > 0.1$ , which means that it has a directly proportional relationship direction or can be said to have a significant influence. So that H1 which states that Managerial Competence has a positive and significant effect on School-Based Management is accepted. This means that the better the Managerial Competence, the better the School-Based Management.

Planning or planning, organizing, and directing make these things able to make Managerial Competencies create good School-Based Management. Through outer model analysis, it shows that the value of the loading factor of the most influential indicator is KM2, namely Planning or planning 2. The application of Managerial Competencies and emphasizing its indicators is proven to improve School-Based Management at SDN 03 Sukakarta. The results of this study are supported by research conducted by Suyitno (2021) which states that Managerial Competence has a positive and significant effect on School-Based Management.

#### The Effect of Democratic Leadership Style on School-Based Management

The test results on the second hypothesis show that Democratic Leadership Style has a positive and significant effect on School-Based Management. The resulting T-statistic value is  $1.978 > 1.96$ . The path coefficient value of Democratic Leadership Style on School-Based Management is  $0.305 > 0.1$ , which means that it has a directly proportional relationship direction or can be said to have a significant influence. So that H2 which states that the Democratic Leadership Style has a positive and significant effect on School-Based Management is accepted. That is, the better the Democratic Leadership Style, the better the School-Based Management.



Organizational workload, subordinates, high trust, and communication with subordinates make these things able to make the Democratic Leadership Style create good School-Based Management. Through outer model analysis, it shows that the value of the loading factor of the most influential indicator is GKD17, namely high trust. 2. The application of the Democratic Leadership Style and emphasizing its indicators is proven to improve School-Based Management at SDN 03 Sukakerta. The results of this study are supported by research conducted by Asmawati et al. (2024) which states that the Democratic Leadership Style has a positive and significant effect on School Based Management.

#### **The Effect of Managerial Competence on School Quality**

The test results on the third hypothesis show that Managerial Competence has a positive and significant effect on School Quality. The resulting T-statistic value is  $4.275 > 1.96$ . The path coefficient value of Managerial Competence on School Quality is  $0.462 > 0.1$ , which means that it has a directly proportional relationship direction or can be said to have a significant influence. So that H3 which states that Managerial Competence has a positive and significant effect on School Quality is accepted. This means that the better the Managerial Competence, the better the School Quality.

Planning or planning, organizing, and directing make these things able to make Managerial Competence create good School Quality. Through outer model analysis, it shows that the value of the loading factor of the most influential indicator is KM2, namely Planning or planning 2. The application of Managerial Competence and emphasizing its indicators is proven to improve School Quality at SDN 03 Sukakerta. The results of this study are supported by research conducted by Auliah et al. (2022) and Laela et al. (2023) which states that Managerial Competence has a positive and significant effect on School Quality.

#### **The Effect of Democratic Leadership Style on School Quality**

The test results on the fourth hypothesis show that Democratic Leadership Style has a positive and significant effect on School Quality. The resulting T-statistic value is  $2.560 > 1.96$ . The path coefficient value of Democratic Leadership Style on School Quality is  $0.239 > 0.1$ , which means that it has a directly proportional relationship direction or can be said to have a significant influence. So that H4 which states that the Democratic Leadership Style has a positive and significant effect on School Quality is accepted. This means that the better the Democratic Leadership Style, the better the School Quality.

Organizational workload, subordinates, high trust, and communication with subordinates make these things able to make the Democratic Leadership Style create good School Quality. Through outer model analysis, the value of the loading factor of the most influential indicator is GKD17, namely high trust. 2. The application of the Democratic Leadership Style and emphasizing its indicators is proven to improve School Quality at SDN 03 Sukakerta. The results of this study are supported by research conducted by Suparman (2015) which states that the Democratic Leadership Style has a positive and significant effect on School Quality.

#### **The Effect of School-Based Management on School Quality**

The test results on the fifth hypothesis show that School-Based Management has a positive and significant effect on School Quality. The resulting T-statistic value is  $2.807 > 1.96$ . The path coefficient value of School-Based Management on School Quality is  $0.264 > 0.1$ , which means that it has a directly proportional relationship direction or can be said to have a significant influence. So that H5 which states that School-Based Management has a positive and significant effect on School Quality is accepted. This means that the better the School-Based Management, the better the School Quality.

The effectiveness of the learning process, strong school leadership, effective management of personnel, ownership of school quality culture, schools have a compact, intelligent, and dynamic team work, schools have independence, participation of school and community members, school transparency, schools have the ability to change psychologically

and physically, and responsive and anticipatory to needs make these things able to make School Based Management create good School Quality. Through outer model analysis, the value of the loading factor of the most influential indicator is MBS19, namely the ownership of school quality culture 4. The implementation of School-Based Management and emphasizing its indicators is proven to improve School Quality at SDN 03 Sukakarta. The results of this study are supported by research conducted by Damanik (2019) which states that School-Based Management has a positive and significant effect on School Quality.

#### **The influence of organizational managerial competence on school quality mediated by school-based management**

The test results on the sixth hypothesis show that managerial competence has a positive and insignificant effect on school quality through school-based management. The resulting T-statistic value is  $1.500 < 1.96$ . The path coefficient value of managerial competence on school quality through school-based management is  $0.094 < 0.1$ , which means that it has an inverse relationship direction and the magnitude of the impact of the managerial competency variable does not reach the expected significance level. Therefore, H6 which states that managerial competence has a positive and significant effect on school quality mediated by school-based management is rejected. Therefore, it can be concluded that the School-Based Management variable acts as a pseudo-mediation in the relationship between the independent variables and School Quality.

#### **The Effect of Democratic Leadership Style on School Quality Mediated by School-Based Management**

The test results on the sixth hypothesis show that Democratic Leadership Style has a positive and insignificant effect on School Quality through School-Based Management. The resulting T-statistic value is  $1.572 < 1.96$ . The path coefficient value of Democratic Leadership Style on School Quality through School-Based Management is  $0.080 < 0.1$ , which means that it has an inverse relationship direction and the magnitude of the impact of the Democratic Leadership Style variable does not reach the expected significance level. Therefore, H7 which states that Democratic Leadership Style has a positive and significant effect on School Quality mediated by School-Based Management is rejected. Therefore, it can be concluded that the School-Based Management variable acts as a pseudo-mediation in the relationship between the independent variables and School Quality.

## **CONCLUSION**

From the discussion that has been described in the previous section, it can be concluded that the results of this study show:

1. Managerial competence has a significant effect on school quality.
2. Democratic leadership style has a significant effect on school quality.
3. For the mediation of school-based management, the results show that managerial competence and democratic leadership have a significant effect on the quality of SDN Sukakarta 03.
4. From the results of questionnaires that have been distributed to respondents who are teachers of SDN Sukakarta 03, the managerial competence of the school principal
5. The managerial competence of the principal is something that must receive special attention to improve school quality at SDN Sukakarta 03.

## **REFERENCE**

Ahmad, D. S. (2022). Kepemimpinan Kepala Sekolah Dalam Upaya-Upaya Peningkatan Mutu Pendidikan. *ALACRITY: Journal of Education*, 72-82.

- Anjani, F. (2021). Peran Manajerial Kepala Sekolah Dalam Meningkatkan Mutu Pendidikan di Sekolah Dasar. *Mimbar PGSD Undiksha*, 483-488.
- Asmawati, A., Mardhatillah, M., Musdiani, M., & Sari, S. M. (2024). Pengaruh Kepemimpinan Kepala Sekolah Berbasis Kepemimpinan Demokratis dan Manajemen Berbasis Sekolah Terhadap Peningkatan Mutu Pendidikan di SD Gugus Krueng Raya Kabupaten Aceh Besar. *Indo-MathEdu Intellectuals Journal*, 5(1), 411–419.
- Auliah, Y., Putra, I. N. N. A., & Novianti, I. (2022). Pengaruh Kompetensi Manajerial, Supervisi Dan Sosial Kepala Sekolah Terhadap Mutu Pendidikan Di Smp Negeri Se-Kota Bima. *Scientific Journal of Reflection: Economic, Accounting, Management and Business*, 5(2), 341–352.
- Damanik, R. (2019). Pengaruh Manajemen Berbasis Sekolah dan Komite Sekolah Terhadap Mutu Sekolah. *Jurnal Serunai Ilmu Pendidikan*, 5(1), 41–52.
- Ghozali, Imam. (2018). *Aplikasi Analisis Multivariate Dengan Program IBM SPSS*. 25. Semarang: Badan Penerbit Universitas Diponegoro
- Gulo, I., Rahawarin, M. A., & Patty, J. T. (2023). Pengaruh Gaya Kepemimpinan Demokrasi dan Koordinasi terhadap Kinerja Pegawai di Balai Penjaminan Mutu Pendidikan Provinsi Maluku. *Journal on Education*, 5(3), 9815-9832.
- Habibi, H. (2024). Pengaruh Promosi, Mutu Sekolah Dan Fasilitas Belajar Terhadap Penerimaan Siswa Baru Di Smk Al Lathifi Gondang Legi Malang. *Jurnal Manejemen, Akuntansi dan Pendidikan*, 56-65.
- Hair, J. F., Black, W. C., Babin, B. J., Anderson, R. E. (2019). *Multivariate Data Analysis, Eighth Edition*. In Annabel Ainscow.
- Hartati, S. (2022). Evaluasi kinerja kepemimpinan kepala sekolah dalam menerapkan konsep manajemen mutu, sebagai upaya meningkatkan mutu pendidikan. *Jurnal Pendidikan Dan Konseling (JPDK)*, 4(6), 13422-13433.
- Haryani, R., Lubis, M. J., & Darwin, D. (2022). Gaya kepemimpinan kepala sekolah pada kinerja guru. *Jurnal Basicedu*, 6(3), 3373-3383.
- Hidayah, S. (2021). Pengaruh Karakteristik Individu Dan Gaya Kepemimpinan Terhadap Kinerja Guru Sma Negeri 3 Muara Bungo. *Jurnal Tunas Pendidikan*, 3(2), 54-63.
- Johari, J., Shamsudin, F. M., Yean, T. F., Yahya, K. K., Adnan, Z. (2019). Job characteristics, employee well-being, and job performance of public sector employees in Malaysia. *International Journal of Public Sector Management*. 32(1) 102-119
- Laela, S., Hanafi, S., & Sudadio, S. (2023). Kompetensi Manajerial Kepala Sekolah Dalam Meningkatkan Mutu Sekolah Dasar Negeri. *Jurnal Educatio FKIP UNMA*, 9(2), 599–606.
- M Nurman, Y. (2018 ). *Pengaruh Kepemimpinan Partisipatif Kepala Sekolah Dan Kompetensi Guru Terhadap Mutu Sekolah Smp Negeri Di Kecamatan Bumiayu Kabupaten Brebes*. JMP Universitas PGRI Semarang , 231-241.
- Margolang, A. I., Nst, M. R. S., & Maidiana, M. (2023). Kepemimpinan Pendidikan Islam. *Socius: Jurnal Penelitian Ilmu-Ilmu Sosial*, 1(5).
- Sallis, E. (2018). *Manajemen Mutu Terpadu*.Bogor: IRCiSoD

- Setyaningsih, R., Suci, A. N., & Puspasari, F. A. (2021). Implementasi Manajemen Berbasis Sekolah (Studi Di Smp Islam Al-Azhar 37 Pekanbaru). *Jurnal Manajemen Pendidikan*, 9(1), 18-23.
- Sugiyono (2019). *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*. Bandung : Alfabet
- Suparman, P. (2015). Pengaruh Gaya Kepemimpinan Demokratis Kepala Sekolah, Kompetensi Guru dan Peran Komite Sekolah Terhadap Mutu Pendidikan pada SMA Negeri 1 Gresik â€“JATIM. *GEMA EKONOMI (Jurnal Fakultas Ekonomi)*, 4(1), 1–21.
- Suyitno, S. (2021). Pengaruh Keterampilan Manajerial Kepala Sekolah Dan Peran Komite Terhadap Efektivitas Manajemen Berbasis Sekolah. *Jurnal Basicedu*, 5(3), 1564–1576.
- Widodo, Y. (2020). Kompetensi Manajerial Kepala Sekolah Dalam Meningkatkan Mutu Sekolah Dasar Negeri. *Jurnal Educatio*, Vol. 9, No. 2, 2023, pp. 599-606.