

THE INFLUENCE OF THE SCHOOL COMMITTEE AND THE PRINCIPAL'S LEADERSHIP ON THE QUALITY OF EDUCATION IN KINDERGARTENS IN WEST MANOKWARI SUB-DISTRICT

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Abstract

This study aims to investigate the influence of the School Committee and the Principal's Leadership on the quality of education in kindergartens in West Manokwari District. This research uses field research, with the type of Quantitative research using a correlational approach. The instrument used is a questionnaire. In this study, the population and saturated samples taken were all parents of students in kindergartens in the West Manokwari sub-district, which had a population of 42 people and were used as saturated samples in this study as many as 42 people. Quantitative data analysis using IBM SPSS Statistics 22. Based on the results of the study, it was shown that, the probability number in the level of significance of 0.00 where the significant level $\alpha = 0.05$ then H_0 rejected H_a was accepted. This shows that there is an influence of the school committee and the principal's leadership on the Quality of Education In West Manokwari District. The result of the coefficient of determination in the regression model with an Adjusted R2 value of 0.691 can be interpreted that 69.1 percent of the quality of kindergarten education can be explained by the school committee and the leadership of the principal.

Keywords: School Committee; Principal's Leadership; Education Quality.

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INTRODUCTION

Sections in the school need to work together to ensure smooth operations to complement each other. Effective school committees are a key factor in ensuring high standards of education for all students (Mar'ati, 2022). A well-functioning school committee enables the completion and improvement of school infrastructure and facilities used for teaching and learning. As a result, it will become increasingly clear that better educational facilities that are convenient and up-to-date will have a positive impact on student learning. Article 35 of Law Number 20 of 2003 concerning the National Education System states that community members have the "right and obligation" to participate in the creation, implementation, and assessment of education delivery.

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 from preschool education pathways, school education pathways and out-of-school education. Based on the Decree of the Minister of National Education No. 044/U/2002, the roles and functions of the school committee are below. (1) Advisory agency in the determination and implementation of education in education units; (2) Supporting, both in the form of finance, thoughts, and energy in the implementation of education in education units; (3) Controlling agency in the context of transparency and accountability of the implementation and output of education in education units; (4) Mediation between the government (mediating) and the community in the education unit (Sulastri, 2019).

Leadership is one of the most important factors in an organization because most of the success and failure of an organization is determined by the leadership in the organization. This is in accordance with the opinion of Febriyanti, et al. (2022) that the role of leadership will greatly determine the success of an organization in achieving the goals that have been set (Febriyanti et al., 2022). Leadership in question is a process when someone leads, guides, influences, or controls the thoughts, feelings or behavior of others (Nur Hamiyah, 2010). Furthermore, (Hamid, 2018) suggests that the success or failure of an organization in achieving the goals that have been set depends on the leadership applied.

The leadership of the principal is very influential in determining the progress of the educational institution. Seeing various problems in the world of education, school principals are expected to be able to innovate and provide ideas in the form of appropriate solutions in dealing with existing problems. A superior and quality educational institution must certainly have a vision, mission and goals in its implementation. The Principal has the ideals of the institution in the form of a vision so that it is able to bring the educational institution he leads to a better direction. The principal is a leader who can influence the attitude and behavior of his subordinates to work together to achieve the educational goals of the school (Lestari et al., 2020; Widiastuti, 2021).

Education is one of the important factors in the formation of quality human resources and contributes to the development of a country. The quality of education at the primary level, such as kindergarten, has a crucial role in forming the basis of children's understanding and abilities. In West Manokwari District, education at the kindergarten level is the main foundation in shaping children's character, knowledge, and skills before they step into the next level of education.

West Manokwari sub-district, as an administrative region, faces challenges in improving the quality of education in kindergartens. Some factors that can affect the quality of education in kindergarten include the role of the School Committee and the leadership of the Principal. The School Committee has a role in overseeing and supporting the course of the educational process in the school, while the leadership of the Principal plays a role in directing the vision, mission, and overall school policy.

However, in practice, the influence of the School Committee and the Principal's leadership on the quality of education in kindergarten has not been fully understood and well explored. Therefore, more in-depth research is needed to identify the extent of the role and influence of the School Committee and the leadership of the Principal in improving the quality of education in kindergartens in West Manokwari District.

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 preschool education pathways, school education pathways and out-of-school education pathways. 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 (Misbah, 2009). According to the Ministry of National Education No. 044/U/2002 the School Committee is an independent body that accommodates the active role of the community to improve the quality, equity, and efficiency of education management in education units, namely in pre-school education, school education pathways and out-of-school education pathways.

Basically, the position of the school committee is halfway between parents, students, teachers, local communities and the private sector on the one hand with the school as an institution, the principal, the regional education office and the local government on the other. The role of the school committee is expected to bridge the interests of both.

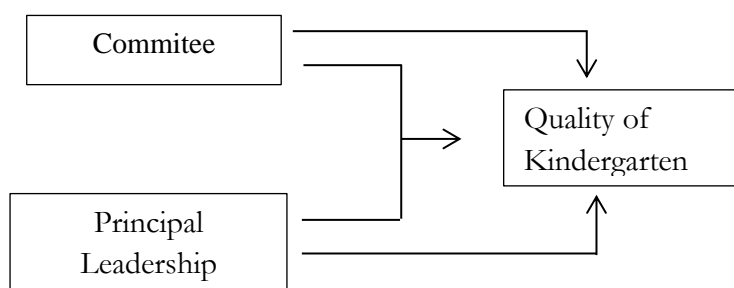
Principal leadership is defined as the principal's ability to influence teachers, both individuals and groups, to have special abilities or expertise in the field of teaching (Starlinsky et al., 2022). The principal is the leader of an educational institution who manages the resources of the educational institution to jointly realize the vision and mission of the institution so that it can be said that the principal is the spearhead who is responsible for organizing and coordinating human resources to build an advanced and quality educational institution. School principals are required to master and know the nature of leadership and strategies in improving leadership carried out (Mubarok, 2020).

The role of the Principal includes a series of actions carried out by the principal to carry out planning, communication skills, human resource empowerment and the creation of a positive culture in the school environment (Aimang & Rahman, 2019). Regarding the role of the principal, E. Mulyasa stated that a principal must be able to carry out his work as an educator, manager, administrator and supervisor.

In the world of education, the quality of graduates of a school is assessed based on the suitability of their abilities with the goals set in the curriculum. Quality education is education that produces a whole person (complete man) or a human being with an integral person (integrated personality), namely those who are able to unite faith, science, and charity (Sudradjad, 2005).

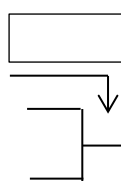
In accordance with the function of PAUD, namely fostering, growing and developing all children's potential optimally so that basic behaviors and abilities are formed according to their stage of development in order to have readiness to enter the next education. To help children's growth and development become more optimal, learning planning that is oriented to the needs of the characteristics of children of age is needed (Ita, 2018).

In this study, the independent variables are the School Committee (X1) and Principal Leadership (X2) which will have an influence on the dependent variable, namely the Quality of Kindergarten (Y) and then an analysis will be carried out to determine whether there is a significant influence between the school committee and the principal's leadership on the quality of kindergartens in West Manokwari District. For more details, see the following research framework:



Picture 1. Thinking Framework Chart

Information:



Shows variables, where are the variables of the school committee, the leadership of the principal, and the quality of kindergarten
 As a symbol affects partially
 As a symbol affects simultaneously

Based on the foundation of the frame of mind, the hypotheses proposed in this study are: The School Committee has a significant effect on the quality of kindergartens in West Manokwari District; The principal's leadership has a significant effect on the quality of kindergartens in West Manokwari District; and The School Committee and the Principal's Leadership jointly influence the quality of kindergartens in West Manokwari District.

METHODOLOGY

The writing of this final project uses field research, with a type of Quantitative research. This study used statistical processing figures. Quantitative research is based on the philosophy of positivism which emphasizes objective phenomena and is studied quantitatively (Arikunto, 2002), with a correlation approach.

The population in this study was all parents of students in kindergartens in Manokwari sub-district and the saturated samples taken were all parents of students in kindergartens in West Manokwari sub-district which had a population of 42 people and were used as saturated samples in this study as many as 42 people.

In this study, data processing was used using SPSS (Statistical Program for Social Sciences) Version 22 software. This aims to be able to process data quickly and precisely. The statements in this questionnaire are tested with validity tests and reality tests.

RESULTS AND DISCUSSION

The results of the validity of this study are as follows:

Table 1. Results of Instrument Validity Test Analysis

Item No	R Calculate	R Table	Decision
1	0.713	0.361	Valid
2	0.762	0.361	Valid
3	0.713	0.361	Valid
4	0.533	0.361	Valid
5	0.501	0.361	Valid
6	0.713	0.361	Valid
7	0.713	0.361	Valid
8	0.802	0.361	Valid
9	0.802	0.361	Valid
10	0.802	0.361	Valid
11	0.570	0.361	Valid
12	0.570	0.361	Valid
13	0.802	0.361	Valid
14	0.802	0.361	Valid
15	0.802	0.361	Valid

Based on table 1 above, the results of the instrument validity test obtained 15 valid instruments. Such valid instruments will used in research in kindergartens in West Manokwari sub-district.

Based on table 2, Cronbach's Alpha value is 0.969 which means that the measuring tool for the variable quality of educational services used in this study can be said to be reliable or trustworthy.

Table 2. Reliability Test Results
Reliability Statistics

Cronbach's Alpha	N of Items
.969	15

Regression analysis in this study aims to obtain presumptive results from hypotheses, namely the influence of nutritional status, mental health on the development of children's interpersonal intelligence. The calculation results for multiple linear regression analysis in this study can be seen in Table 3.

Table 3. Multiple Linear Regression Results
Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	6.278	2.263		2.774	.008
Commitee	.312	.484	-.327	-.645	.523
Principal's Leadership	.911	.481	.962	1.896	.065

a. Dependent Variable: Quality of Kindergarten

Based on Table 3 above obtained regression equation:

$$Y = a + b_1 X_1 + b_2 X_2 + \epsilon$$

$$Y = 6.278 + 0.312 X_1 + 0.911 X_2$$

Based on the results of the equation above, it can be concluded as follows: A constant value of 6,278 indicates that if there is no increase in the variable of the school committee, the principal's leadership is 0 then the quality of kindergarten education is 6,278; The school committee (X₁) has a positive effect on the quality of kindergarten education (Y) with a regression coefficient of 0.312. This value can be interpreted that if the school committee variable increases by one unit, the quality of kindergarten education will increase by 0.312 assuming all other independent variables are constant; and The principal's leadership (X₂) has a positive effect on the quality of kindergarten education (Y) with a regression coefficient of 0.911. The value of the coefficient of 0.911 can be interpreted that if the principal's leadership variable increases by one unit, the magnitude of the quality of kindergarten education will increase by 0.911 assuming all other independent variables are constant/ fixed.

Table 4. T-Test Result X₁ with Y
Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	7.035	2.299		3.060	.004
Commitee	.579	.120	.606	4.823	.000

a. Dependent Variable: Quality of Kindergarten

Based on the calculations above, it can be concluded that the hypothesis that reads there is a significant influence of the school committee on the quality of kindergarten education.

Table 5. T-Test Result X_2 with Y
Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	6.194	2.243		2.762	.009
Principal Leadership	.610	.115	.644	5.326	.000

a. Dependent Variable: Quality of Kindergarten

Based on the above calculations, it can be concluded that "There is a significant influence of the Principal's Leadership on the quality of kindergarten education" is proven.

Table 6. F-Test Results X_1 , X_2 , and X_3 against Y
ANOVA^a

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	378.809	2	189.405	14.183	.000 ^b
Residual	520.810	39	13.354		
Total	899.619	41			

a. Dependent Variable: Quality of Kindergarten

b. Predictors: (Constant), Principal Leadership, Committee

Based on the above calculations, it can be concluded that the hypothesis "There is a simultaneous influence of the School Committee and Principal's Leadership on the quality of kindergarten education" is proven.

Table 7. Coefficient of Determination Test Results (R_2)
Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.649 ^a	.421	.691	3.654

a. Predictors: (Constant), Principal Leadership, Committee

Based on Table 7 above, the results of the coefficient of determination in the regression model with an Adjusted R_2 value of 0.691 can be interpreted that 69.1% of the quality of kindergarten education can be explained by the school committee and the leadership of the principal. While the remaining 30.9% was influenced by other variables that were not included in this research model.

This research highlights the significant role played by the School Committee and the Principal's Leadership in shaping and improving the quality of education in Kindergartens in West Manokwari District. The findings of this study provide important insight into how the interaction and contribution of these two factors impact the development of an optimal learning environment for children in the early stages of education.

The results of the analysis show that the active participation of committee members in school meetings has a positive impact on supervision and support for school operations. Actively involved School Committees are able to ensure transparency and accountability in school activities, which contributes to improving the quality of education. These findings are in line with previous research (Johnson & Nelson, 2018) that underscores the importance of committees' role in improving the quality of education.

Furthermore, the results showed that effective leadership of the Principal has positive implications on various aspects of education quality. Principals who are able to develop the school's vision and mission in a participatory manner, communicate effectively, and manage resources wisely, play an important role in creating a learning environment that supports students' academic and social growth. This finding is in line with previous research (Leithwood et al., 2004) which confirmed that principal leadership has a direct effect on student learning outcomes.

Overall, this study provides a comprehensive view of how the influence of the School Committee and the Principal's Leadership play a role in shaping the quality of education in kindergartens in West Manokwari District. These findings have important implications in the development of education policy as well as strategic planning at the school and local government levels to ensure that children in the region have access and experience of quality education.

CONCLUSION

Based on the results of the analysis and hypothesis testing that has been carried out, the following conclusions are obtained: There is a significant influence of the school committee on the quality of education in kindergartens in west manokwari district. hypothesis testing showed a magnitude of significance of $0.000 < 0.05$; There is a significant influence of the principal's leadership on the quality of education in kindergartens in West Manokwari District. Hypothesis testing showed a magnitude of significance of $0.000 < 0.05$; The school committee and the principal's leadership have a simultaneous influence on the quality of education in kindergartens in West Manokwari sub-district. The result of the coefficient of determination in the regression model with an Adjusted R2 value of 0.691 can be interpreted that 69.1 percent of the quality of kindergarten education can be explained by the school committee and the leadership of the principal.

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