

RELATIONSHIP BETWEEN THE ROLE OF SCHOOL COMMITTEE AND DEMOCRATIC LEADERSHIP OF PRINCIPAL AND TEACHER PERFORMANCE

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Abstract

The purpose of this study is to determine the relationship between the role of school committees and teacher performance, democratic leadership of principals and teacher performance, and the role of school committees and democratic leadership of principals toward the teacher performance. The approach of this research is quantitative associative. The population in this study was teachers of public elementary schools in the cluster Selaparang with 107 people as population. The sample of this study consisted of 43 public elementary school teachers in cluster Selaparang group taken by random sampling. The results of this study indicate that 1) there is 11.1% positive and significant relationship between the role of the school committee and the performance of elementary school teachers in cluster Selaparang, Mataram City, 2) there is 14.7 positive and significant relationship between the democratic leadership and the performance of school teachers in cluster Selaparang, and 3) there is 16.1% positive and significant relationship between the role of school committees and democratic leadership to the performance of school teachers in cluster Selaparang.

Keywords: Role of school committees, democratic leadership, school principals, teacher performance

INTRODUCTION

Education is an effort to build and improve the quality of human resources in the global era which is full of challenges, because education is something very fundamental for every individual, and education is very important to ensure the development and survival of the nation. The problem of education is an important problem in family life, nation and state.

The advance of a nation or state is largely determined by the level of education. One of the problems facing the nation is the low quality of education at every level of education, especially primary and secondary education. Furthermore, the government's efforts in improving the quality of education are the application of the School Based Management concept, curriculum improvement, library projects, and teacher quality improvement projects. Indicators of the progress of a nation are largely determined by the ability of human resources, and the progress of human resources is determined by the level of education of the people. Higher ability of human resources will create higher level of education. Furthermore, these indicators are largely determined by teacher performance. Teacher is one of the determinants of the quality of education outcomes. And because teacher is having a strategic position, every effort to improve the quality of education needs to pay great attention on improving the quality and quantity of teachers. Teachers are professional educators with the main task of educating, teaching, guiding, directing, training, and evaluating students (Hasbullah, 2010).

Guiding is an activity directing students according to the level of development, emotional development, interests, intelligence, and social. Every individual has developmental tasks at every age. In order for the development task to be carried out properly, the role of the teacher as a counselor is needed. (Mulyasa, 2017)

Directing means giving instructions where students will go to and produce what goals will be achieved. Direction in this case is a way out or the ability that must be possessed by students in facing challenges and demands of the future so that they are able to adapt and play an active role in the progress of the age. Training is an activity to familiarize students to obtain basic skills that are useful in accordance with their level of ability (Mulyasa, 2017). Through training activities, students are expected to be familiar with the conditions that will be faced in the future so that students can prepare themselves well.

Assessing means concluding and processing information to determine student learning outcomes. Judging activities are carried out continuously to monitor the progress process and improvement of student learning outcomes. Evaluating is measuring the activity to find out the changes in behavior of students. Changes in behavior can be in the form of changes from not knowing to knowing and from not understanding to understanding.

Coaching for teachers through workshops, teacher performance assessments, discussions, and supervision must be carried out continuously so that teacher performance can be increased. Teachers as social beings also need other needs to work well. Internal factors are factors within the teacher itself, including work motivation and teacher competence. External factors are the family environment and work environment. The work environments are the relationship of fellow teachers, principals, school committees and all school stakeholders (Supardi, 2016).

Education workers in West Nusa Tenggara are very competent, but these competencies do not develop optimally. This is due to several reasons, including: 1) lack of teacher development program planning, 2) competency documents and progress in teacher performance not being used as a reference in training planning, as a result training materials are not in accordance with teacher needs, 3) reward for teachers is lack. The benefits obtained by the teacher are failed to motivate the teacher to create and innovate, 4) unclear career paths. There are no reference standards for career divisions, and 6) standard accountability instruments to see competencies and progress in the performance of education managers-managers not socialized to the public and other stakeholders. As a result, community and education stakeholders do not know the level of educational success.

Performance can be interpreted as work performance or implementation of work or results of effort. Mincer in Nasrun (1992: 612) argues that performance is a suitability of behavior expected by the organization. In addition Supardi (2016: 45) states that performance is defined as achievement, shows an activity or action and performs tasks that have been imposed. Each teacher strives to carry out his duties well to produce satisfactory results in order to achieve the goals of an organization or group in a work unit. Based on these conditions, the teacher's performance is the result of work where the teachers reach job requirements. These requirements are usually specified in an organization, including in the school environment. Performance standards need to be formulated to be used as a reference in conducting assessments by comparing what is achieved with what is expected.

Teacher performance that is still low can be seen from table 1. From the report on the results of school supervision activities for the 2016-2017 school year at the elementary school level in Mataram City can be known; that 60% of teachers have not applied a variety of learning strategies, 70% of teachers have not improved teaching performance through classroom action research, and 65% of teachers in developing syllabus have not conducted context analysis. Another fact that happened to elementary school teachers in the city of Mataram showed that there were still teachers who made learning devices at a certain time, there were still some teachers who were not on time in carrying out their duties at school, the lack of teacher

motivation to improve themselves, and some teachers still use the lecture method. As a result, students become bored in the learning process at school.

The involvement of the school committee in supporting learning activities is important. In fact what has happened so far, the existence of school committees has not been widely known by the public. This happens because of the misunderstanding that education is only the task of teachers and the government.

Mulyasa (2013: 127) revealed that "the school committee is an independent body that accommodates community participation in order to improve quality, equity and efficiency in the management of education in schools. The school committee is located in the school, and each school can have one school committee or join another school to set up a school committee". School committees are independent institutions that are formed and play a role in improving the quality of services by giving consideration, direction and support, facilities and infrastructure, and carrying out education supervision at the education unit level. The School Committee is an independent forum, an equal place with the Board of Educators with its independent nature. The school committee has a greater opportunity to become a forum for community aspirations in advancing the school.

Based on the conditions above, the school committee must develop their performance, establish a work program as a guideline in carrying out its roles, duties, and functions in accordance with the rules that have been set. The role of the school committee can be improved through the development of programs, a system to strengthen the management structure, as well as the selection of organizational managers and the composition of members in accordance with the provisions. However, each member of the school committee must understand their roles, duties and functions in advancing the nation's education.

School Committee is a body that accommodates the participation of the community in order to improve the quality of education, equity, efficiency in managing education. Sari, (2015: 7) suggested that the School Committees could be developed uniquely and rooted in culture, demographics, ecology, values of agreement, and beliefs that were built in accordance with the potential of the local community. School committees can develop user-oriented concepts, various types of authority (power sharing and advocacy models), and partnerships (partnership models) that are focused on improving the quality of education services.

The role and function of the school committee should not only focus on developing the physical condition of the school, but rather on developing the qualifications of students and teachers, one of whom is a mediator between the school and the community. The participation of the community in the implementation of education is limited to financial support, while other

supports such as thought, morals, goods or services are not considered. School accountability for the community is also weak.

Schools do not have the burden to responsible the results of the implementation of education to the community, especially parents of students, as one of the main elements in education. The problems that occur in Public Elementary School in the city of Mataram is that the school committee did not fully carry out its role and the school committee was not active in the development of the school.

Leadership is an activity in guiding a group in such a way that it reaches the goals of the group. Attention to teacher performance, especially in the school environment, cannot be separated from the role of leadership. The growth of teacher work effectiveness is determined by the role of the principal who has a function as a school leader. One of the roles of the principal is as a supervisor who deals supervision. Supervision is not only the duty of inspectors and supervisors but also the duty of the principal to the school staff.

Fattah (2017: 90) reveals that leaders are essentially people who have the ability to influence the behavior of others in their work by using power. Power is the ability to direct and influence subordinates in relation to the tasks that must be carried out.

Sumarno (2009: 20) states that leadership (leadership) is a relationship between someone and other people, leaders can influence others to be willing to work together in related tasks to achieve the desired goals. The leadership process is an interactive and dynamic process in influencing others, in the process a leader must have the basic abilities and skill in moving his subordinates to work optimally. Leadership can be interpreted as a form of persuasion, fostering and developing individuals and / or groups of certain people through an appropriate interaction and motivation so that they are willing to work together to achieve organizational goals.

Leadership is the ability of a person to influence other parties to act according to the will of that person, even though the other parties do not want it (Rivai, 2012). Leadership is defined as a person's ability to move, direct, as well as influence the mindset, how each member works to be independent in working for the sake of accelerating the achievement of set goals (Sari, et al 2015). Leadership is a person's ability to influence others so that the people they influence want and can carry out the tasks assigned to him willingly, full of enthusiasm, with inner excitement, and feel not forced (Sari, et al 2015).

Based on the above definition it can be concluded that leadership is a person's ability to influence others, both individuals and groups, and the ability to direct the behavior of individuals or groups to have special abilities or expertise in the field desired by the group so that subordinates are happy to carry out the tasks assigned to achieve a predetermined goal.

Principals as education managers are required to be responsible for all components of the school, must strive to improve the quality of education oriented to users, both internal (students), and external (School Committee / community), government, and the world of industry and business and create a conducive climate for the realization of change and school development. Efforts to create a conducive atmosphere for the realization of a change and development are all inseparable from the aspects of the principal's leadership.

Problems that arise in the leadership of principals in SDN Kota Mataram are the lack of leadership role of the principal and the principal is not optimal in improving teacher performance. Education is not only the responsibility of the government and the school community, but also the responsibility of all society. Based on these conditions, it is necessary to conduct research on "The Relationship between the Role of School Committees and School Principals' Democratic Leadership and Teachers' Performance in National Elementary Schools in Mataram City".

METHODOLOGY

This research was conducted at public elementary school cluster Selaparang, Mataram City. This research is conducted from June to July 2018. The approach of this research is quantitative associative. A study categorized as quantitative research if the data are in the form of numbers and analysis using statistics (Sugiyono, 2016: 13).

The population in this study was teachers of public elementary schools in cluster Selaparang with a population of 107 people. The sample of this study consisted of 43 state elementary school teachers in the cluster Selaparang, the city of Mataram. The sampling technique used in this study was a sampling technique procedure developed by Sugiyono (2016) which was random sampling. Random sampling is a sampling method of where the sample is randomly chosen from all population members, regardless the strata in the members of the population.

Sugiyono (2016: 199) reveals that the questionnaire is a technique of data collection by giving the respondent a set of questions or written statements to answer. The questionnaire is an efficient data collection technique if the researcher knows for sure the variables to be measured and knows what can be expected from the respondents. In this case the data is collected in the form of written answers from several respondents on a number of questions raised in the questionnaire. The indicators are a description of the principal leadership variables, the role of the school committee and teacher performance. Teacher performance instruments were adopted from the research instruments conducted by Mulyasa (2014), description of the principal leadership instruments were adopted from Widoyoko (2012) and the role of the school

committee instrument were adopted from Hasbullah (2010). The questionnaire scoring technique used in this study is Likert scale 1-5 with 5 (always), 3 (often), 3 (sometimes), 2 (rare), 1 (never).

Quantitative influence between independent variables on the dependent variable is calculated by analyzing the form of a linear regression equation, with the equation model. To find out how much the influence of the role of the school committee and the democratic leadership of the principal together with teacher performance, the data calculated by analyzing the multiple regression form with the equation:

$$y = a + bX + \varepsilon$$

Where:

- a = Regression constants
- b = Regression coefficient
- X_i = Independent variable
- ε = Prediction error

To find out how much the influence of the role of the school committee and the democratic leadership of the principal on teacher performance, it is also calculated by analyzing the multiple regression form with the equation:

$$y = a + b_1 X_1 + b_2 X_2 + \varepsilon$$

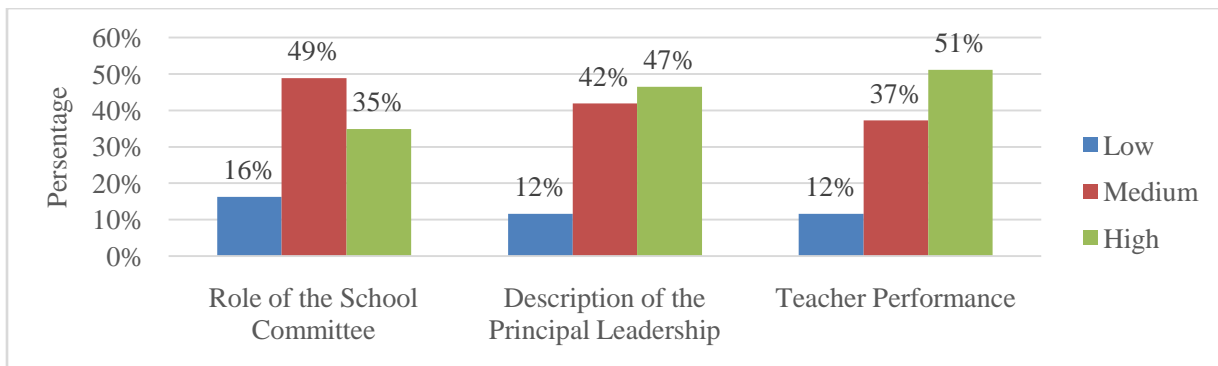
Where:

- a = Regression constants
- b_1, b_2 = Regression coefficient
- X_1, X_2 = Independent variable
- ε = Prediction error

RESULTS AND DISCUSSION

Descriptive statistics were obtained as shown in the following figure.

Figure 1 Descriptive statistics



Based on Figure 1, the lowest role is the role of the school committee. The role of the school committee in public elementary school Selaparang has an important role in improving teacher performance, but if the role of the school committee is low, it will certainly have a negative impact on the improvement of teacher performance. Figure 1 also shows that the teacher's performance and the democratic leadership of the principal are very good. The teacher has carried out his duties well and the principal has done the work according to his assigned task.

Before data analysis, the normality, homogeneity and linearity tests were given. From the results of the tests conducted, it shows that all data have met the requirements for hypothesis testing using statistical tests. The results of statistical tests are used to see the effect of each independent variable on the boundary variables which can be summarized in Table 1 as follows.

Table 1 Effect of Variables of each variable X on Variable Y

Variable	Regression Coefficient		T _{count}	Sig.	R ²
	Constants	Regression coefficient (<i>b</i>)			
Role of Committee	84.343	0.101	2.257	0.029	0.111
Democratic Leadership	71.335	0.231	2.663	0.011	0.147

Based on the results of data analysis, it was found that the significant value was 0.029 (smaller than 0.05), so it was concluded that the role of the school committee had an influence on improving the performance of elementary schools teachers in the Cluster Selaparang. Nonetheless, the role of the school committee does not make a significant contribution because the percentage is only 11.1% towards improvement of the performance of elementary schools teachers in the Cluster Selaparang. As a comparison material, Rohayati, et al. (2014) concluded the results of their research, that there was a significant influence between the role of school committees on teacher performance by 31.7%, meaning that the better the role of the school committee the better the performance of a teacher.

The results of these studies contributed to the improvement of teacher performance, but in the magnitude of the contribution of the role of the school committee to teacher performance there were significant differences. This can explain that even though the school committee has done their job well, the results have no major impact to the improvement of the performance of teachers at the elementary school in cluster Selaparang. The role of the school committee is only seen in physical development and school budget problems. This is in accordance with the

previous explanation that the role of the school committee is only carried out on a number of indicators, which was on budget and development issues.

The results of this study certainly become a reference that the role of the elementary school committee of the cluster Selaparang needs to be improved more on other aspects such as actively participating in controlling the development of teacher performance in the cluster Selaparang. School committees not only provide input on the infrastructure development process but also must be able to provide input related to teacher performance so that teacher performance can be increased.

Table 1 also explains the influence of democratic leadership on teacher performance. Democratic leadership has an influence on the performance of elementary schools' teachers in cluster Selaparang. This is based on the results of data analysis which show that there is 0.011 significant values (less than 0.05). The results of this study are the same as the results of research conducted by Hermanto (2016), Amanda & Sofro (2018) which states that democratic leadership has a positive and significant effect on teacher performance.

The contribution of democratic leadership to the performance of elementary school teachers in the cluster Selaparang was 14.7%. Although the percentage is greater than the contribution of the role of the school committee toward teacher performance, the influence of the democratic leadership is still small. This is happened because the principal does not fulfill the indicators of democratic leadership as a whole so that it is not fully felt by the teacher in improving their performance. Purwanto (2006: 34) states that democratic leadership is the most ideal type of leadership, and is considered the best especially for educational leadership in improving teacher performance. The same thing was revealed by Daryanto (2011: 34) stated that democratic leadership places humans as the main and most important factor in an organization. The manifestation of this type of leadership is dominated by behavior as a protector, savior, and behavior that tends to advance and develop the organization.

The influence of the role of the school committee and the democratic leadership of the principal together on the performance of the elementary school teacher in cluster Selaparang was analyzed using multiple regressions (Table 2).

Table 2 Effect of Variables X_1 and X_2 on Variable Y

Model	Regression Coefficient	Fhitung	Sig.	R ²
Constants (<i>a</i>)	73.094	3,840	0.030	0.161
Role of Committee (<i>b1</i>)	0.046			
Democratic Leadership (<i>b2</i>)	0.174			

The role of school committees and democratic leadership certainly has a greater influence on improving the performance of elementary school teachers in cluster Selaparang, Mataram City. The results of data analysis show that these two variables have a positive influence on improving teacher performance. The magnitude of the contribution of the two variables is 16.1%. The results of this study indicate that if the role of school committees and democratic leadership done together, it will produce better results in increasing teacher performance.

Teacher performance is one variable that is often used as a variable in research. In addition to the role of school committees and democratic leadership, there are also other variables that affect teacher performance such as the ability to teach teachers. Kunandar (2007: 53) states that something that someone has to do or work is charged to him. While teaching is a process carried out by the teacher in developing student learning activities. So the understanding of the ability to teach is something that is owned by the teacher to do work in student learning activities.

Apart from the ability to teach, work motivation can also affect teacher performance. According to Siagian (2004), motivation is the driving force that makes someone willing to use their ability to do their responsibilities and obligations in achieving predetermined goals. So motivation in work affects the desire of the teacher to improve their performance or not.

The next factor is the supervision. The principals are those who know their assignments a lot and regulate the rhythm of the school they lead. The roles and functions that must be carried out by the principal have an influence on teacher performance. According to the Office of Education (in Mulyasa, 2004) the roles and functions of school principals include educators, managers, administrators, supervisors, leaders, innovators, and motivators.

Bahri (2009) in his research stated that there was a significant influence between teaching ability, work environment, and work motivation on teacher performance. While Susanto (2012) conducted research on the influence of teacher competencies, principals' leadership, and teacher work motivation on teacher performance. The results of these studies indicate that there is a significant influence.

The results of the previous study can illustrate that the performance of the elementary school teachers in cluster Selaparang can not only be improved through the role of the school committee and democratic leadership. The results of previous data processing showed that the performance of elementary school teachers at cluster Selaparang was good, but this was influenced by the school committee and democratic leadership with 16.1% contributions, while the rest were influenced by other factors. This becomes the challenge of the next researcher to find out what factors definitely influence the performance elementary school teacher in cluster Selaparang beside the role of the school committee and democratic leadership.

CONCLUSION

Based on the discussion of the research above, the conclusions of this study are: 1) there is a positive and significant relationship between the role of the school committee and the performance of the elementary school teachers in cluster Selaparang, Mataram City. This means that the role of the school committee consistently and stably contributes positively to the performance of elementary school teachers in cluster Selaparang, Mataram City, 2) there is a positive and significant relationship between democratic leadership and the performance of elementary school teachers in cluster Selaparang, Mataram City. This means that democratic leadership consistently and stably contributes positively to the performance of elementary school teachers in cluster Selaparang, Mataram City, and 3) there is a positive and significant relationship between the role of the school committee and democratic leadership together with the performance of elementary school teachers in cluster Selaparang, Mataram City. School committees and democratic leadership together consistently and stably contributed positively to the performance of elementary school teachers in cluster Selaparang, Mataram City. The current study is limited to three research variables viz. description of the principal leadership variables, the role of the school committee and teacher performance. For further studies, other relevant variables shall be identified and examined.

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