The Effect of School-Based Management on School Achievements in Elementary Schools

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The principal has autonomy in managing and empowering school resources to achieve the vision, mission, goals, and compile work programs to improve school performance. School management is the key to improving school performance. This study aims to analyse whether school-based management, leadership, and school-based management and leadership influence school performance. The research method used in this study is correlational studies. The population in this study were elementary school teachers in Rajapolah Tasikmalaya District, Indonesia, totalling 245 people with a total sample of 71 people. The results showed that school-based management, school-based leadership, and management and leadership had a positive effect on school achievement.

Keywords: *school-based management, leadership, school achievement*

Introduction

Effective school management is known as school-based management (SBM). School-based management is a management model that gives schools greater autonomy and encourages participatory decision-making that directly involves all school residents (Abulencia, 2012; Cotton, 1990; Moradi et al., 2012; Pañares & Palmes, 2017). With the existence of school autonomy, it is expected that the sense of belonging to the school can be increased so that the sense of responsibility and dedication of the school community towards schools also increases (Diebel et al., 2016; Ma, 2003).

School autonomy means that the transfer of authority from the central government to the school level is expected to be more independent and better able to determine the direction of development according to the conditions and demands of the community environment (Commission, 2007; Hill, 2013; Honig & Rainey, 2012; Presiden Republik Indonesia, 2004; Sholderer, 2017). Many indicators can determine the success of the school, one of which is

the success of the leadership in managing the education staff available at school (Bramley, 1995; Education Review Office, 2016; Strand, 1997). In this case, increasing productivity and school performance can be done by improving human behaviour in the workplace through the application of modern personnel management concepts and techniques (Han et al., 2011; Oppenheimer, 2010; Syakima et al., 2017).

Based on a preliminary study of several principals, it was obtained the information that they had tried their best to implement school-based management in their respective schools. Diversity of mentions and application of SBM in each school in Rajapolah Subdistrict and the gap between the maximum efforts of principals in implementing the school-based management and school performance is still low/less. It implies that there is a suspicion from the writer this due to the influence performance of each different principal so that the achievements of each school are different.

The school achievement usually a measure for parents with the assumption that their children are intelligent. The school performance will also determine the desired steps and ideas of the students. The achievements at school are achieved through teaching-learning processes and school management, both in the form of academic and non-academic achievements (Bandur, 2018; Djigic & Stojiljkovic, 2011; Makore & Shukuru, 2017). In particular, the principals determine the size of the quality and meaning of learning outcomes. Thus, the function of the principal is essential to realise the target of primary school quality, as expected by various parties that can satisfy the expectations of parents, schools, the world of work and society in general (Ibrahim & Al-Taneiji, 2012; Marks & Printy, 2003). Their satisfaction will ultimately grow trust in the school.

The teacher is one of the determinants or spearheads of the success of learning in the efforts to achieve school achievement. Based on data from Tasikmalaya District Education Office in 2012, the educational qualifications of elementary school teachers who have been bachelor's degrees are 227 people (92.31%). And those who have a master's degree are five people (2.04%), and diploma 2nd graduates are 13 people (5.31%). Thus the teacher's academic qualifications are good enough.

In terms of achievement, based on Regional Technical Implementation Unit (UPTD) Education data from Rajapolah District in 2012, from 27 schools in Rajapolah Subdistrict. Those who have achieved both academic and non-academic achievements at the local, district and provincial levels are only represented by three schools, namely Cibungbun Elementary School, Rajapolah 1 Elementary School, and Rajapolah 2 Elementary School. Whereas the other schools have not received achievements as the three schools are due to - among others - the diversity of school-based management applications, principals' leadership stability, teacher professionalism, infrastructure support, and others.

Education staff, especially teachers, are the soul of the school. Therefore the management of education personnel ranging from needs analysis, planning, development, performance evaluation, work relations, to service fees is essential for a school principal. In the development of education personnel, this must be carried out continuously, considering the progress of science and technology is increasingly rapid. The educational staff which is needed to succeed SBM are education staff who have a high commitment and are always able and able to carry out their duties well.

The research objectives are to determine the effect of school-based management on school achievement, the influence of leadership on school achievement, and the impact of school-based management and leadership on school achievement.

Methods

This study uses correlational methods. The unit of analysis of this study is Public Elementary Schools (*SD Negeri*) Rajapolah Subdistrict, Tasikmalaya Regency. Research data was obtained from the teachers in the school concerned.

The variables in this study consist of two independent variables and one dependent variable. In this study, the object of research is School-Based Management (X_1), Leadership (X_2), and School Achievement (Y).

The formulation of the research problems is what is the effect of school-based management on school achievement? How does leadership influence school performance? And how do school-based management and leadership influence school performance? The research hypothesis is school-based management has a positive effect on school achievement, and leadership has a positive effect on school achievement. School-based management and leadership have a positive effect on school achievement.

The population in this study were teachers at *SD Negeri* Rajapolah District, totalling 245 people, and the sample was 71 people. To obtain the three research data, the author uses a questionnaire in the form of a Likert scale, each of 5 options. The questionnaire in this study was used to measure the variables of School-Based Management (X_1), Leadership (X_2), and School Achievement (Y).

The collected data is analysed so that the meaning of the data and the results will be known in the implementation of processing using the SPSS program (Statistical Product and Service Solutions).

To analyse the magnitude of the effect is calculated by comparing the number of raw scores with the criterion score, expressed in per cent (%). Furthermore, to test the significance of a

one-sample t-test is used (one-sample $t_{\text{-test}}$). To find out the functional relationship between variables, the regression method used is simple linear regression and multiple linear regression (Grégoire, 2015; Olive, 2017).

Results and Discussion

To test the hypothesis in this study, whether the hypothesis can be accepted or rejected, then the hypothesis test has been done. Based on the results of the prerequisite test, the hypothesis testing can be carried out, because the number of requirements is determined for testing hypotheses, namely the normality of each variable under study with a normal distribution.

The Effect of School-Based Management on School Achievement

Testing of the relationship between X_1 and Y is done using Pearson's Product Moment correlation test. This test is done because each of the measured variables meets the requirements for testing this correlation—statistical processing results with the help of the SPSS 17.0 program. Test Validity and Reliability can bee seen in Appendix 1-4, Normality Test in Appendix 5 and 6, Correlation Coefficient, and T $_{\text{count}}$ in Appendix 7-11, ANOVA in Appendix 12, Regression Coefficient in Appendix 13, and Interpretation of Correlation Coefficients in Appendix 14.

Based on Appendix 7, it is known that the number of the correlation coefficient (r) is 0.568 with the medium correlation category (Appendix 14). Thus, it can be said that school-based management and school achievement are included in the medium correlation category. Then from the table, it is known that the multiple correlation coefficient (r_2) of 0.323 is the determination index or the percentage of influence of X_1 on Y. Thus, it can be stated that school-based management affects 32.3% of school performance, while other factors influence 67.7 %.

Based on Appendix 8, it can be explained that the value of t $_{\text{count}}$ies 5,739 with df1=numerator's degree of freedom 1and df_2 = the degree of freedom of the denominator 69 value t $_{\text{table}}$ = 2,000 at a significance level of 0.05 (t_{count}>t_{table}) with a significant value of 0,000 (0,000 <0,05). This shows a significant regression model means that Ha is accepted and Ho is rejected. Thus the first hypothesis of this study states: "School-based management has a positive effect on school performance" is accepted.

The results of research on school-based management show that the dimensions of school independence are on frequent criteria. The dimensions of transparency of accountability funds are on frequent criteria; the dimensions of community participation are on frequent criteria, the dimensions of welfare improvement are on frequent criteria; and the dimensions of improving school quality are often criteria. Thus, the school-based management variables

in SD Negeri Rajapolah Subdistrict, Tasikmalaya Regency are generally on frequent criteria. However, several indicators need to be improved, such as parental participation in terms of parents of students sometimes involved in the formulation of school programs and indicators of the quality of learning in terms of teachers in the learning process and sometimes using techniques, strategies, or variations in learning methods.

Hypothesis testing shows that school-based management has a positive effect on school performance. School-Based Management (SBM) will affect various aspects of the school in the future; the most obvious and must be characteristic of SBM is the emergence of superior schools. Improving the quality of school management with a background in SBM is an overall process in the organisation, running in real, long-term culture, both for personnel, leaders, and students. Theoretically, school-based management is a school management system that gives authority and power to school institutions to regulate and manage school life following the conditions, needs, potential, and demands of the school. In SBM, schools have the authority to make educational planning programs and various other policies by their respective school's vision, mission, and strategy to achieve the school's objectives.

Tsereteli et al. (2011) and Otoum (2018) mentioned that school management influences students' academic achievement (Otoum, 2018; Tsereteli et al., 2011). The variables that influence it are democratic classroom management strategies, effective school boards, scientific meetings, and teaching approaches to students who are democratic (Tsereteli et al., 2011).

The Effect of Leadership on School Achievement

The test of the relationship between X_2 and Y is done by using Pearson's Product Moment correlation test. This test is done because each of the tested variables meets the requirements for testing this correlation—statistical processing results with the help of the SPSS 17.0 program. Based on Appendix 9, it is known that the number of correlation coefficient (r) is 0.596 with the medium correlation category (Appendix 14). Thus, it can be said that leadership and school achievement fall into the medium correlation category. Then from the table, it is known that the multiple correlation coefficient (r_2) of 0.355 is the determination index or the percentage of influence of X_2 on Y. Thus it can be stated that leadership has an influence of 35.5% on school performance, while other factors influence 64.5 %.

Based on Appendix 10, it can be concluded that the value of t_{count} is 6.162 with df_1 = the degree of freedom of the numerator 1 and df_2 = the degree of freedom of the denominator 69 value of t_{table} = 2,000 in significance level 0,05 ($t_{count} > t_{table}$) with a significant value of 0,000 (0,000 <0,05). This shows a significant regression model means that H_a is accepted and H_0 is rejected. Thus the second hypothesis of this study states: "Leadership has a positive effect on school achievement." Accepted.

Based on the results of research on leadership shows that the dimensions of the principal as an administrator are on various criteria, the principal as a manager is on frequent criteria, and the principal as a supervisor is on the often criteria. Thus the leadership variables in SD Negeri Rajapolah District, Tasikmalaya District are generally on the often criteria. However, several indicators need to be improved, such as the ability of principals to develop programs and indicators of the ability of principals to use the results of supervision. The results of hypothesis testing show that leadership has a positive effect on school performance. The determination of a school principal is based on several considerations, including through a selection phase based on several criteria such as integrity, experience, educational background, vision, and mission. In a system, the position of the principal as a formal official or leader can be interpreted through various approaches: appointment, coaching, and responsibility.

The results of Aburizaizah's research, Kim and Fuller (2019), and Makore and Shukuru (2017) also found a relationship between the quality of school principal leadership and student achievement (Aburizaizah et al., 2019; Makore & Shukuru, 2017).

The Effect of School-Based Management and Leadership on School Achievement

Testing of the relationship between X_1 and X_2 with Y is done using Pearson's Product Moment correlation test. This test is done because each of the measured variables meets the requirements for testing this correlation. The results of statistical processing with the help of the SPSS program 17.0 Based on Appendix11, the correlation coefficient (r) is 0.711; the correlation is strong (Appendix14); thus, the school-based management and school-based leadership have a strong relationship. From the table, it is known that the multiple correlation coefficient (r_2) of 0.506 is the determination index or the percentage of influence of X_1 and X_2 on Y. Thus it can be stated that school-based management and leadership have an effect of 50.6% on school performance. In comparison, 49.4% are influenced by other factors, such as facilities and infrastructure, organisational culture, organisational climate, teacher competence, management information systems, and others.

Based on Appendix 12, it can be known that the value of $F_{count}$is 34,837 with df1=numerator's degree of freedom 1 and df_2 = denominator's degree of freedom 68value of F_{table} = 3,98insignificant level of 0,05 (F_{count}>F_{table}) with the significant value is 0,000 (0,000< 0,05) shows a significant regression model means that H_a is accepted and H_0 is rejected. Thus the third hypothesis of this study states: "School-based management and leadership have a positive effect on school performance." Accepted.

Based on the results of research on school performance shows that generally, the dimensions of academic achievement are on the often criteria, and the dimensions of non-academic achievement are on the sometimes criteria. Thus the school achievement variable in SD

Negeri Rajapolah District is generally on the sometimes criteria so that some indicators need to be improved. Such as the field of *Pencak silat* sports, Sundanese arts, skills in processing used goods into finished goods, and extra-curricular activities in activities Scouts, these four indicators have not achieved achievements at the district level.

The results of hypothesis testing show that school-based management and leadership have a positive effect on school performance." School achievement can be interpreted as an assessment of learning outcomes from the process of teaching and learning activities, which are expressed in the form of symbols, numbers, letters, and sentences. That can reflect the results which have been achieved by each student in the period while still in school to bring about cognitive changes (Adam, 2004). Affective and psychomotor are expressed in numbers according to the ability of students to work on the test. If so, school performance in human life at a certain level and type can give satisfaction to school.

And finally, good school management can create an environment that supports student achievement improvement (Djigic & Stojiljkovic, 2011; Yilmaz et al., 2017).

Conclusion

The results of testing hypotheses show that school-based management has a positive effect on school performance. It gives meaning if the dimensions of school independence, transparency and accountability, community participation, improving school welfare, and improving the quality of schools are carried out well by the school so that the school's achievements both regarding academic achievement and non-academic achievement are expected to increase.

The results of hypothesis testing show that leadership has a positive effect on school performance. It gives the meaning of leadership regarding its role as administrator, manager, and supervisor when carried out effectively, the school's achievements both regarding academic achievement and non-academic achievement are expected to increase.

The results of testing the hypothesis indicate that school-based management and leadership have a positive effect on school performance. It gives the meaning that if the dimensions of school independence, transparency and accountability, community participation, improving school welfare, and school quality improvement are well implemented by schools and leadership roles as administrators, managers, and supervisors if carried out effectively. The school performance, both in terms of academic achievement and non-academic achievement, is expected to increase.

Appendix 1

Test Validity and Reliability Variable X₁

Reliability Statistics

Cronbach's Alpha	N of Items
.765	14

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted	Note
VAR00001	79.2333	28.116	.444	.756	Valid
VAR00002	79.2667	24.754	.656	.729	Valid
VAR00003	79.3333	30.161	.424	.778	Valid
VAR00004	79.4333	26.875	.446	.764	Valid
VAR00005	79.2667	25.237	.638	.733	Valid
VAR00006	79.2333	28.047	.441	.761	Valid
VAR00007	79.0667	25.582	.581	.737	Valid
VAR00008	79.3000	25.734	.442	.746	Valid
VAR00009	79.2667	27.306	.476	.749	Valid
VAR00010	79.1000	29.059	.409	.767	Valid
VAR00011	79.3000	28.493	.449	.784	Valid
VAR00012	78.9000	26.921	.477	.760	Valid
VAR00013	79.1000	26.714	.433	.755	Valid
VAR00014	79.0000	27.241	.487	.752	Valid

Appendix 2

Test Validity and Reliability Variable X_2

Reliability Statistics

Cronbach's Alpha	N of Items
.742	13

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted	Note
VAR00001	62.3667	42.861	.484	.563	Valid
VAR00002	62.6333	32.999	.440	.463	Valid
VAR00003	62.1667	39.937	.425	.524	Valid
VAR00004	62.1667	39.454	.490	.527	Valid
VAR00005	62.5333	41.637	.452	.581	Valid
VAR00006	62.4000	38.869	.449	.535	Valid
VAR00007	62.7333	34.547	.400	.478	Valid
VAR00008	62.8667	35.223	.379	.485	Valid
VAR00009	63.2333	34.392	.402	.477	Valid
VAR00010	62.0333	38.309	.419	.508	Valid
VAR00011	62.0000	40.828	.431	.536	Valid
VAR00012	62.2667	39.995	.415	.539	Valid
VAR00013	61.7667	40.047	.513	.520	Valid

Appendix 3

Test Validity and Reliability Variable Y

Reliability Statistics

Cronbach's Alpha	N of Items
.731	12

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted	Note
VAR00001	49.8333	48.075	.579	.736	Valid
VAR00002	51.1000	31.334	.808	.635	Valid
VAR00003	49.7667	47.840	.471	.730	Valid
VAR00004	49.5333	47.775	.431	.728	Valid
VAR00005	50.2333	39.633	.494	.696	Valid
VAR00006	50.1000	49.403	.391	.764	Valid
VAR00007	51.0000	38.414	.504	.694	Valid
VAR00008	50.9333	35.582	.774	.654	Valid
VAR00009	51.2000	32.924	.799	.641	Valid
VAR00010	49.7333	45.375	.331	.719	Valid
VAR00011	49.7333	47.651	.432	.733	Valid
VAR00012	50.0000	44.690	.412	.731	Valid

Appendix4

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Normality Test X_1

One-Sample Kolmogorov-Smirnov Test

		SCHOOL_BASE MANAGEMENT
N		71
Normal Parameters [a,b]	Mean	51.7042
	Std. Deviation	5.60203
Most Extreme Differences	Absolute	.141
	Positive	.081
	Negative	-.141
Kolmogorov-Smirnov Z		1.186
Asymp. Sig. (2-tailed)		.120

a. Test distribution is Normal.

b. Calculated from data.

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Appendix5

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Normality Test X_2

One-Sample Kolmogorov-Smirnov Test

		LEADERSHIP
N		71
Normal Parameters [a,b]	Mean	50.2254
	Std. Deviation	3.91407
Most Extreme Differences	Absolute	.140
	Positive	.114
	Negative	-.140
Kolmogorov-Smirnov Z		1.177
Asymp. Sig. (2-tailed)		.125

a. Test distribution is Normal.

b. Calculated from data.

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Appendix 6

Normality Test Y

One-Sample Kolmogorov-Smirnov Test

		SCHOOL ACHIEVEMENT
N		71
Normal Parameters [a,b]	Mean	45.5493
	Std. Deviation	4.22844
Most Extreme Differences	Absolute	.143
	Positive	.143
	Negative	-.061
Kolmogorov-Smirnov Z		1.207
Asymp. Sig. (2-tailed)		.109

a. Test distribution is Normal.

b. Calculated from data.

Appendix 7

Correlation Coefficient $X_1 - Y$

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.568[a]	.323	.313	3.50400

a. Predictors: (Constant), SCHOOL-BASED MANAGEMENT (SBM).

Appendix 8

T_{count} Value $X_1 - Y$

Coefficients [a]

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	23.366	3.888		6.010	.000
	SCHOOL-BASED MANAGEMENT	.429	.075	.568	5.739	.000

a. Dependent Variable: SCHOOL ACHIEVEMENT

Appendix 9

Correlation Coefficient $X_2 - Y$
Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.596[a]	.355	.346	3.42062

a. Predictors: (Constant), LEADERSHIP

Appendix 10

T_{count} Value $X_2 - Y$
Coefficients [a]

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	13.223	5.262		2.513	.014
	LEADERSHIP	.644	.104	.596	6.162	.000

a. Dependent Variable: SHOOL ACHIEVEMENT

Appendix 11

Correlation Coefficient $X_1, X_2 - Y$
Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.711[a]	.506	.492	3.01512

a. Predictors: (Constant), LEADERSHIP, SCHOOL-BASED MANAGEMENT

Appendix 12

ANOVA [b]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	633.395	2	316.697	34.837	.000[a]
	Residual	618.183	68	9.091		
	Total	1251.577	70			

a. Predictors: (Constant), LEADERSHIP,   SCHOOL-BASED MANAGEMENT

b. Dependent Variable: SCHOOL ACHIEVEMENT

Appendix 13

Regression Coefficient

Coefficients [a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	4.727	4.998		.946	.348
	SCHOOL-BASED MANAGEMENT	.312	.068	.413	4.562	.000
	LEADERSHIP	.491	.098	.455	5.019	.000

a. Dependent Variable: SCHOOL ACHIEVEMENT

Appendix 14

Interpretation of Correlation Coefficients

Interval			Relationship Level
0.80	-	1.00	Very strong
0.60	-	0.79	Fair / Medium
0.40	-	0.59	Fair/Medium
0.20	-	0.39	Low
0.00	-	0.19	Very Low

(Sugiyono, 2010)

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