

Leadership Synergy of Principals and School Committees in Improving the Quality of Education: The Perspective of Elementary School Teachers

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Abstract: This study aims to analyze the leadership synergy between School Leadership Principals and School Committees in improving the quality of education from the perspective of elementary school teachers. The research employs a quantitative approach with a descriptive design. The population consists of all teachers at public elementary schools in Ilir Barat I District, Palembang, totaling 113 individuals. A sample of 88 teachers was selected using a proportional stratified random sampling technique. Data were collected through questionnaires and analyzed using multiple linear regression with the help of SPSS version 26.00. The results indicate that both teacher perceptions of the leadership of School Leadership Principals and the role of School Committees have a positive and significant impact on the quality of education, both individually and simultaneously. These findings highlight that synergy between visionary and participatory school principals and active school committees can serve as a strategic force in supporting the improvement of basic education quality. The implications of this study can serve as a foundation for educational policy formulation and for strengthening collaboration among school stakeholders.

Keywords: School Leadership Principal, School Committee, Quality of Education, Elementary School.

A. Introduction

According to Tilaar (2021), basic education is the main foundation for the holistic development of human beings. Education at this level is not only intended to develop cognitive abilities but also to instill character and social values that serve as the basis for community life. This aligns with Sallis' (2020) view, which states that quality education can only be achieved when all school components work systematically and support one another. Mulyasa (2022) further adds that improving the quality of basic education cannot be separated from the role of school leadership and active community participation, including the school committee.

Basic education in Indonesia faces a number of challenges, such as the uneven quality of teachers, limited infrastructure, minimal community involvement, and suboptimal school leadership (Rohmah et al., 2023). The government has responded to these issues through the Teacher Leadership and School Leadership programs, which aim to produce transformative school principals capable of driving change within educational institutions. Principals recruited from the Teacher Leadership program are expected not only to carry out administrative tasks but also to be visionary leaders who foster collaboration, inspire innovation, and strengthen students' character and competence (Hanafie Das & Halik, 2021; Mulyanti, 2024).

On the other hand, the school committee plays an essential role in supporting the implementation of education. As representatives of the community, school committees are responsible for providing input, support, and oversight regarding school policies (Umami et al., 2024). Active involvement of the school committee has been shown to enhance school management, increase community participation, and create a more conducive learning environment (Amon & Harliansyah, 2022). Teachers' perceptions of school leadership and the role of the school committee are important indicators in measuring education quality. When teachers feel professionally supported and valued, they tend to perform better, which directly impacts student learning outcomes (Nurafni et al., 2022; Musa et al., 2022).

Therefore, this study aims to examine the synergy between school principals and school committees in improving the quality of education from the perspective of elementary school teachers, particularly in the context of the School Leadership Program in Ilir Barat I District, Palembang. This study is expected to contribute to a deeper understanding of leadership dynamics and community participation in educational quality improvement, as well as to serve as a reference for policymakers in formulating more effective and sustainable education development strategies.

B. Methods

This study employed a quantitative descriptive method. The research population included all public elementary school teachers in Ilir Barat I District, Palembang City. Data collection was conducted using a closed-ended questionnaire, developed based on indicators from the three main variables: Principal Leadership as Driving School Leader (X1), Role of the School Committee (X2), and Quality of Education (Y). The population of this study consists of 113 public elementary school teachers in Ilir Barat I District, Palembang City.

In this study, data collection techniques consisted of questionnaires, observations, and documentation. The questionnaire was selected as the primary technique because it

allows for the direct measurement of respondents' perceptions through Likert-scale-based statements (Mulyatiningsih, 2015). Observation was used to gather data through direct monitoring of activities related to the leadership of school principals and the role of school committees. Meanwhile, documentation was utilized to collect secondary data from various written sources such as school documents, photographs, and other archives.

The combination of these three techniques provided a comprehensive approach to collecting valid and relevant data, thereby supporting statistical analyses such as regression to determine the influence of variables on the quality of education. In this study, questionnaires were used as the primary data collection tool. The questionnaires included both closed-ended and open-ended questions. The closed-ended questionnaire consisted of five answer choices for each question, considering that some respondents may provide limited responses. Open-ended questions, while offering deeper insights, required more time to analyze each response.

According to Sugiyono (2017), the Likert scale is used in quantitative research to assess the degree of agreement or frequency of a statement or behavior. In this study, the Likert scale was applied to measure the frequency or occurrence of specific activities, using categories such as "always," "often," and so on, each assigned with a corresponding score. For example, the answer criteria and corresponding scores were as follows:Selalu (SL) skor 5

1. Always (SL) – score 5
2. Often (SR) – score 4
3. Sometimes (KD) – score 3
4. Ever (P) – score 2
5. Never (TP) – score 1

This methodology is based on the theory developed by Rensis Likert (1932), who created the scale to quantitatively measure attitudes or opinions. Each response category was assigned a uniformly spaced score to ensure that the results could be easily calculated and interpreted.

Hypothesis testing was conducted to determine whether there is sufficient evidence from the sample data to reject or accept the null hypothesis.

H_{01} : There is no significant effect of teachers' perceptions of the leadership of the driving school principal on the quality of education in public elementary schools in Ilir Barat I District, Palembang.

H_{a1} : There is a significant effect of teachers' perceptions of the leadership of the driving school principal on the quality of education in public elementary schools in Ilir Barat I District, Palembang.

H₀₂: There is no significant effect of the school committee on the quality of education in public elementary schools in Ilir Barat I District, Palembang.

H_{a2}: There is a significant effect of the school committee on the quality of education in public elementary schools in Ilir Barat I District, Palembang.

H₀₃: There is no significant joint effect of teachers' perceptions of the leadership of the driving school principal and the school committee on the quality of education in public elementary schools in Ilir Barat I District, Palembang.

H_{a3}: There is a significant joint effect of teachers' perceptions of the leadership of the driving school principal and the school committee on the quality of education in public elementary schools in Ilir Barat I District, Palembang.

In this study, data analysis techniques utilized inferential statistics with the application of t-test, F-test, multiple linear regression, and the coefficient of determination test (R^2), analyzed using SPSS version 26. The objective of this analysis is to determine the extent of the influence of the independent variables—School Leadership Principal (X1) and School Committee (X2)—on the dependent variable, namely Quality of Education (Y). Before conducting regression analysis, a series of prerequisite tests were carried out to ensure the feasibility and validity of the data, as follows:

Normality Test

To determine whether the data are normally distributed. This test was conducted using the Kolmogorov-Smirnov method and Normal P-P Plot. The data are considered normally distributed if the significance value is ≥ 0.05 .

Linearity Test

To test whether the relationship between the independent and dependent variables is linear. The relationship is considered linear if the Linearity significance is ≥ 0.05 .

Multicollinearity Test

Aims to identify whether there is correlation among the independent variables. There is no multicollinearity if the tolerance value > 0.10 and $VIF < 10$.

Autocorrelation Test

Used to assess whether residual values are correlated with themselves. This test uses the Durbin-Watson (DW) statistic, and no autocorrelation is indicated when the DW value is between -2 and +2.

Heteroscedasticity Test

To check whether the variance of the residuals is constant. This test was conducted using a scatterplot. If there is no clear pattern and the data points are randomly scattered around the horizontal axis ($Y = 0$), it indicates no heteroscedasticity.

Through these prerequisite tests, regression analysis could be conducted validly, and the results can be reliably used to determine the influence between the research variables.

C. Results and Discussion

Descriptive Analysis of the Driving Principal Leadership Variable

The descriptive analysis of the Driving Principal Leadership variable shows that, in general, principals in the Ilir Barat I District of Palembang have demonstrated excellent performance in fulfilling their strategic roles. This is reflected in the overall average score of 3.926, which falls into the "good" category, with a total score of 2,552. Indicators such as vision and mission formulation, instructional leadership, collaborative leadership, resource management, and character development all scored above 3.8. Notably, the character development indicator received the highest score, with item KPSP27 obtaining a mean of 4.73 and a low standard deviation, indicating that respondents consistently rated the principal's performance in student character development very highly. Likewise, for the resource management indicator, the highest mean score was found in item KPSP24 (4.15), signifying that principals have effectively utilized and managed school resources. Although variations in assessments were observed through the minimum and maximum score ranges, the stable median and mode at 4 reflect that the majority of respondents held a positive view. Overall, these findings affirm that Driving Principal Leadership has significantly contributed to establishing a progressive school culture that prioritizes quality improvement in education.

Descriptive Analysis of the School Committee Role Variable in Ilir Barat I District

The analysis of the School Committee Role variable also reveals a very positive trend, with an average score of 4.155 and a total score of 2,597. These figures indicate that school committees in the research area have carried out their functions and roles optimally in supporting school education programs. The most prominent indicator was the management of stakeholder relationships, with item KS28 achieving the highest mean score of 4.92. This suggests that school committees have been highly effective in building strong communication and networking with external parties, including parents, the local community, and educational partners. In other aspects—such as education quality improvement, consultative, supporting, and mediating roles—the average scores were also within the "good" to "very good" categories. However, certain items such as KS4 (mean = 3.52) and KS12 (mean = 3.36) pointed to weaknesses in specific roles, particularly in comprehensive consultation and the delivery of aspirations. Despite these limitations, the overall role of school committees has made a positive contribution to the development and strengthening of participatory school governance. These findings reinforce the notion that partnerships between schools and committees are a vital pillar in achieving sustainable education quality.

Descriptive Analysis of the Education Quality Variable in Ilir Barat I District

The descriptive analysis of the education quality variable indicates that the quality of education in elementary schools within the Ilir Barat I District of Palembang is in the "good" category. This is reflected in indicators such as the quality of learning processes,

curriculum goal achievement, student learning outcomes, and supportive school environments. Most respondents stated that learning activities are conducted effectively and in a structured manner, supported by competent teachers and the use of diverse teaching methods and media. In addition, student academic achievements are generally improving, as indicated by test results and participation in various competitions and personal development programs. The presence of a safe, clean, and supportive school environment further strengthens the existing education quality. Nonetheless, some schools still face challenges in terms of learning facilities and equitable teacher training, which are noted as key areas for improvement. In general, this strong educational quality is inseparable from the positive synergy among school leadership, school committee roles, and the active involvement of the entire school community in building a high-quality educational ecosystem.

Conclusion of Descriptive Analysis of the Three Variables

Based on the descriptive analysis results of the three research variables—Driving Principal Leadership, School Committee Role, and Education Quality—it can be concluded that all three fall into the "good" category. Driving principals are perceived as capable of bringing positive change through clear vision, participatory decision-making, and innovative school management. The school committee plays an effective role in supporting school policies and programs, contributing ideas, providing oversight, and participating in school activities. Meanwhile, education quality is reflected in structured learning processes, adequate student outcomes, and a conducive school environment. These three variables are interconnected and form a positive synergy in establishing quality schools. Therefore, the sustainability of transformational leadership, community involvement through school committees, and the strengthening of quality learning systems must continue to be maintained and enhanced to ensure sustainable education quality.

Hypothesis

Table 1. Partial Test Results (t-test)

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	47,553	13,888		3,424	,001
	School Leadership Principal (X1)	,345	,139	,273	2,472	,015
	School Committee (X2)	,276	,117	,262	2,365	,020

a. Dependent Variable: Quality of Education (Y)

Based on the results of the partial test (t-test), it was found that both the Driving School Principal Leadership variable and the School Committee Role variable had a significant influence on Education Quality individually. The significance values for each variable were below 0.05, namely 0.015 for the leadership of the driving school principal and 0.020 for the role of the school committee. This indicates that the better the school principal's leadership and the more active the role of the school committee, the higher the quality of education will be.

Table 2. Simultaneous Test Results (F-test)

		ANOVA ^a				
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	2791,939	2	1395,970	11,561	,000b
	Residual	10263,958	85	120,752		
	Total	13055,898	87			

a. Dependent Variable: Quality of Education (Y)

b. Predictors: (Constant), School Committee (X2), School Leadership Principal (X1)

Furthermore, based on the results of the simultaneous test (F-test), both independent variables jointly had a significant influence on education quality, with a significance value of 0.000 (< 0.05). This indicates that the leadership of the driving school principal and the role of the school committee simultaneously contribute to the improvement of education quality.

Table 3. Results of Multiple Linear Regression Test Coefficients^a

Unstandardized Coefficients		Standardized Coefficients		T	Sig.	
Model	B	Std. Error	Beta			
1	(Constant)	47,553	13,888		3,424	,001
	School Leadership Principal (X1)	,345	,139	,273	2,472	,015
	School Committee (X2)	,276	,117	,262	2,365	,020

a. Dependent Variable: Quality of Education (Y)

Through multiple linear regression analysis, the following equation was obtained:

$$Y = 47.553 + 0.345X_1 + 0.276X_2.$$

This means that each one-unit increase in the leadership of the driving school principal (X₁) will increase the quality of education (Y) by 0.345 points, and each one-unit increase

in the role of the school committee (X_2) will increase the quality of education by 0.276 points..

Table 4. Results of the Coefficient of Determination Test

Model Summary^b					
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	,462 ^a	,214	,195	10,989	1,913

a. Predictors: (Constant), School Committee (X_2), School Leadership Principal (X_1)

b. Dependent Variable: Quality of Education (Y)

Based on the coefficient of determination test (R Square), it was found that the contribution of the two independent variables to the quality of education was only 21.4%. This means that 78.6% of the factors influencing educational quality lie outside this model.

Therefore, it can be concluded that both individually and collectively, the leadership of the driving school principal and the role of the school committee have a significant influence on the quality of education, although the influence is still considered moderate. Hence, strengthening both aspects is crucial in efforts to improve the quality of education in primary schools

The Quality of Education from the Perspective of Transformational School Leadership

The analysis results show that the leadership of driving principals at public elementary schools in the Ilir Barat I District of Palembang significantly contributes to the quality of education. Principals are considered fairly effective, especially in formulating the school's vision and mission (average score of 3.92), although stakeholder involvement in the process remains low (3.23). In the area of instructional management, principal support is strong (4.00), but the implementation of learning evaluations is still weak (3.23), indicating the need for improved assessment systems. A collaborative leadership style is evident from the high level of teacher involvement in decision-making (4.56). The management of facilities and infrastructure is relatively good (4.15), but the development of human resources—teachers and education personnel—still needs improvement (3.77). Character education is a strength (4.73), although responsiveness to special situations still requires enhancement (3.77). Overall, the leadership of driving principals plays a positive and constructive role in shaping improved educational quality.

Educational Quality from the Role of the School Committee

The role of the school committee demonstrates a significant contribution to supporting educational quality, with a relatively high average score (4.155). The committee excels

particularly in establishing strong external relationships with the community and other institutions (4.92). Its support and mediation functions are running fairly well (3.76–4.16), indicating a harmonious collaboration between the school and the committee. However, the consultative function remains relatively low (3.36), suggesting a need for improvement in providing strategic input for school policies. Overall, the school committee has played an active role in creating an environment that supports the educational process, although there is still room for improvement.

Educational Quality in Terms of Leadership and the Role of the School Committee

The combination of the principal's leadership and the role of the school committee has been proven to contribute significantly to improving the quality of education. The principal demonstrates effectiveness in leadership, particularly in character development among students (highest score of 4.73) and in managing school resources (4.15). On the other hand, the school committee actively contributes by building strong external relationships (4.92) and performing mediation functions, which help create a conducive school atmosphere. However, improvement in the consultative function is still needed to enable the committee to provide more strategic input. A synergistic collaboration between the principal and the school committee creates a positive educational climate, supports high-quality learning, and encourages the involvement of all school stakeholders in achieving educational goals.

D. Conclusion

Research findings indicate that there is a significant influence between teachers' perceptions of the leadership of the Driving School Principal and the quality of education in public elementary schools in Ilir Barat I District, Palembang. In addition, the role of the School Committee has also been proven to contribute positively to the improvement of educational quality in the region. Simultaneously, school leadership and the role of the school committee demonstrate a strong synergy in promoting better educational outcomes. These findings affirm that a harmonious collaboration between school leadership and community participation through the school committee is a key factor in creating quality primary education from the teachers' perspective.

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