Participatory Leadership of the School Principal in Developing the Quality of Education Services at State Senior High School 1 Menyuke

Paulus*, Amrazi Zakso, Rustiyarso

Magister Pendidikan Sosiologi, Universitas Tanjungpura, Indonesia

*Corresponding Email Author: F2281202007@student.untan.ac.id

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Abstract
This research is motivated by the importance of providing quality educational services to the community, especially students and their parents. Through this research, it is hoped that clarity will be obtained regarding the influence of participative leadership on the quality of educational services at Menyuke 1 State High School. The problem is how does the principal implement participatory leadership, what is the quality of educational services, and how does the principal's participative leadership influence the quality of educational services at SMAN 1 Menyuke? This form of research is quantitative research with ex-post facto methods (measurements after the event) used to answer the research problem being studied. The units of analysis used in this research are teachers and staff. The minimum sample was determined using the Krecjie and Morgan Table, with a population of 42 teachers and school staff, a sample of 38 people was obtained. To collect data, a questionnaire was used which was given to teachers and school staff who were the research samples. Data analysis was carried out, descriptive statistics also used regression analysis and MANOVA. The results of the research show that the quality of educational services is classified as good, while the participative leadership of the principal of SMA Negeri 1 Menyuke is classified as high, and also specifically. The results of the study also show that there is a significant effect of the participative leadership of the principal on the quality of educational services at SMA Negeri 1 Menyuke.

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INTRODUCTION

Based on The World Bank, UNESCO, and UNICEF in 2021, a joint study titled The State of The Global Education Crisis: A Path to Recovery reported that the quality of education in various countries has declined due to the learning methods implemented during Covid-19. The quality of education continues to be a central issue in the development of education in Indonesia. The results of the 2018 PISA (OECD, 2019) which measured reading, mathematics, and science abilities in children who were almost completing their basic education. The survey results placed Indonesia at 74 out of 79 OECD countries (Hewi & Saleh, 2020). This result illustrates how the quality of education in Indonesia is still low compared to countries that are members of the Organisation for Economic Co-operation and Development (OECD). Quality education is the hope and demand of all education stakeholders. Everyone would prefer to seek knowledge in institutions that have good quality. Based on this, schools/educational institutions must be able to provide good services and quality so as not to be left behind and able to compete with other educational institutions. Quality in education is an evaluation of the process of educating which enhances the need to achieve and develop the talents of the customers of the process, and at the same time meets the accountability standards set by the clients who pay for the process or the outputs from the process of educating (Bayne-Jardine et al., 2014). This opinion explains that quality in education is an evaluation of the educational process that enhances the need to achieve and develop the talents of the customers (students), and at the same time meets the accountability standards set by the clients (stakeholders) who pay for the process or output of the educational process.

Regarding the improvement of education quality, the role of the School Principal holds a key role. At the same time, due to the use of modern information technology such as computer networks and integrated systems, there is an information flow from bottom to top within the organization, and the opinions of employees across levels and dimensions play an increasingly important role in leadership decision-making. Enhancing the competitive advantage of educational institutions and the performance of educational institutions increasingly depend on the active participation of teachers/staff in decision-making (Chang et al., 2021; Jia et al., 2021). Specifically, Peter Drucker also considers that encouraging employee engagement is an important part of effective leadership. Therefore, an important issue that needs to be focused on by leaders in real-time, including the School Principal, is promoting the participation of their subordinates in decision-making (Huang et al., 2014). This means that there is a necessity for every leader, including the School Principal, to adopt a supportive democratic leadership style, known as participative leadership.

In relation to the quality of educational services, participative leadership of a school principal is a process of leading by involving active participation from various parties, including teachers, students, parents, the community, and all those involved in the learning process at school. Leadership factors are very necessary in supporting the process of improving the quality of education because the style or characteristics of behavior shown by the leader will be able to influence and motivate individuals or groups in the organization they lead (Hersey & Blanchard, 2020). Participative leadership is a leadership style that can encourage the effective sustainability of schools through shared vision, confidence, the ability to communicate ideas, being exemplary, having idealism, inspiration, the ability to influence, and the ability to appreciate differences to be transformed into a collective strength (Ramadhan et al., 2023).
Although research on participative leadership has been widely conducted by previous researchers, this research is the first to be conducted in the environment of SMA Negeri 1 Menyuke, Landak Regency. Based on the research locus and research variables conducted by the researcher, it is very different from previous researchers. Therefore, this research will certainly add to the treasury of literacy and information that is useful for the development of education and further research. SMA Negeri 1 Menyuke is a school located in Darit Village, Menyuke District, Landak Regency. This school is one of the schools that has relatively adequate facilities in Menyuke District, including a science laboratory, a computer laboratory, and a library. In addition, SMA Negeri 1 Menyuke also has sports fields for volleyball, basketball, and badminton, as well as student parking lots and a school canteen. The number of students registered in SMA Negeri 1 Menyuke for the 2022/2023 academic year is 592 students, with 17 classes and a total of 39 teachers and 3 educational staff.

Based on the above data, the teacher-student ratio in SMA Negeri 1 Menyuke is 1:14.09. This means that the number of teachers in the school is sufficient for SMA Negeri 1 Menyuke to become a quality school. However, in reality, this school is not better than other schools in the area, and it may have many students only because it is the closest and the only public school located in the center of Menyuke District. Based on the above description, the researcher is very interested in studying the Influence of Participative Leadership of the School Principal in Developing the Quality of Education Services at SMA Negeri 1 Menyuke.

METHODS

This study aims to obtain clarity regarding the quality of SMA Negeri 1 Menyuke educational institution, specifically in relation to the participative leadership of the school principal. In examining the variables involved, in this case, the participative leadership of the school principal, the researcher did not intervene. These variables were measured based on the existing phenomena, without manipulation or treatment. In other words, participative leadership of the school principal is actually a variable related to the leadership behavior model that can be conditioned. However, in this study, the variable of participative leadership of the school principal has already occurred, so it cannot be intervened by the researcher. In their daily activities, the principal of SMA Negeri 1 Menyuke applies a participative leadership model in leading the teachers and staff in the school. In accordance with the framework of thinking developed and the research method as explained above, the method used is ex-post facto (measurement after the event). Therefore, in this study, the researcher attempts to measure the impact caused by the transformative leadership used by the school principal in leading SMA Negeri 1 Menyuke. After the questionnaire as a data collection tool is declared valid and reliable, the questionnaire is then used to collect research data. Out of the 38 designated samples, all of them filled out and returned the distributed questionnaire as requested. Then, the next step is to enter the data of each sample into the prepared SPSS module file version 24. After all the questionnaires are entered into the SPSS file version 24, data analysis is then conducted. The analysis is carried out through the stages of description, testing the analysis requirements, and data processing for hypothesis testing. After data processing for hypothesis testing is done, the next step is to discuss the research findings.
RESULTS AND DISCUSSION

Research Results

Participative Leadership of the School Principal

Participative leadership of the principal as theorized in this study is the way or style demonstrated by the Principal in leading the teachers and staff in the school through the involvement of teachers and school staff in every decision-making and school management. In general, the mean and standard deviation of this variable are 107.3 and 9.539.

To see the distribution of the variable of participative leadership of the principal and its aspects, the frequency distribution is presented in this study, showing that although in general, the assessment of teachers and school staff towards the participative leadership of the principal is classified as high, it turns out that 7.9 percent rate it as low, 84.2 percent give a high rating, and 7.9 percent give a very high rating. This means that in the view or assessment of teachers and staff of SMA Negeri 1 Menyuke, the principal is generally able to involve the participation of teachers and school staff in school management as well as in decision-making. In each aspect of participative leadership of the principal, the description shows the frequency distribution of the involvement of subordinates (teachers and school staff) in school management. The results show that 18.4 percent of teachers and school staff at SMA Negeri 1 Menyuke feel that they are not involved by the principal in school management, while 81.6 percent feel very involved in school management.

The frequency distribution of the involvement of subordinates (teachers and school staff) by the principal in decision-making shows that 7.9 percent of teachers and school staff feel that their involvement in decision-making is still low, while 92.1 percent feel that they have high and very high involvement in decision-making at school.

The frequency distribution of the aspect of the ability to carry out participative leadership of the principal shows that 10.5 percent of teachers and school staff at SMA Negeri 1 Menyuke rate their principal as having low ability, while 89.5 percent rate the principal and school staff at SMA Negeri 1 Menyuke as having high and even very high participative leadership ability.

The frequency distribution of the willingness of the principal to accept input from teachers and school staff shows that the teachers and school staff rate the willingness to accept input from their subordinates as high. However, upon further examination, it turns out that 13.2 percent of teachers and school staff rate the willingness of the principal to accept input from teachers and school staff as still low.

The frequency distribution of the assessment of teachers on the ability of the principal to motivate teachers and school staff to work with enthusiasm shows that 18.4 percent of teachers and school staff at SMA Negeri 1 Menyuke rate the ability to motivate the principal as low. The remaining 81.6 percent rate it as high and very high.

Quality of Education Services

The quality of education services in this study refers to the level or degree achieved by high schools in meeting educational needs. As the statistical mean and standard deviation of this variable are 106.24 and 13.253, respectively, it falls into the good category with relatively large variations in assessment between teachers/staff. Furthermore, in each aspect measured in this study, it is also evident that teachers and staff assess the aspects of educational service quality, such as high moral/character values, excellent exam results, stakeholder support,
student care, and balanced curriculum use, generally falling into the good category with different variations among teachers/staff. Only community support is generally categorized as poor quality.

To see the distribution of the participative leadership variable of the school principal and its aspects, next is the frequency distribution of teacher and staff assessments of their school principal's participative leadership. It is found that 21.1 percent perceive low quality of education services, 73.7 percent perceive high quality, and 5.3 percent perceive very high quality. This means that the quality of education services at SMA Negeri 1 Menyuke varies considerably according to the views of teachers and staff at SMA Negeri 1 Menyuke. The description of each aspect of educational service quality can be seen in the following tables. The frequency distribution of teacher and staff assessments of high moral/character achievement. In the table, it can be seen that 15.8 percent of teachers and staff at SMA Negeri 1 Menyuke perceive high moral/character achievement as poor, 73.7 percent perceive it as good, while 10.5 percent perceive it as very good.

The frequency distribution of teacher and staff assessments of exam results shows that 2.6 percent of teachers and staff feel that the quality of exam results at their school is very poor, while 31.6 percent feel that the exam results at their school are poor, and 65.8 percent perceive the exam results at their school as good. The frequency distribution of education service quality in terms of community and school stakeholders’ support shows that 10.5 percent perceive it as very poor, 42.1 percent perceive it as poor, and 47.4 percent perceive it as good. There were no samples in this study that provided assessments of community support in the very good category.

The frequency distribution of the quality of resources available at SMA Negeri 1 Menyuke shows that teachers and staff perceive the quality of resources at their school as good. However, there is a distribution indicating that 7.9 percent of them perceive the quality of resources at their school as still poor and 18.4 percent perceive it as in the poor category. The frequency distribution of teacher and staff assessments of the quality of implementing new technology services shows that 47.4 percent of teachers and staff at SMA Negeri 1 Menyuke perceive the quality of implementing new technology services at their school as poor, 50 percent perceive it as good, and 2.6 percent perceive it as very good.

The frequency distribution of teacher and staff assessments of the quality of school principal's leadership services shows that 23.7 percent of teachers and staff at SMA Negeri 1 Menyuke perceive the quality of school principal's leadership services as poor, 71.1 percent perceive it as good, and 5.3 percent perceive it as very good. There were no teachers and staff who provided assessments of the quality of school principal's leadership services in the very poor category. The frequency distribution of teacher and staff assessments of the quality of services to students shows that 44.7 percent of teachers and staff at SMA Negeri 1 Menyuke perceive the quality of services to students as still poor. However, there are still 52.6 percent who perceive it as good, and 2.6 percent perceive it as very good.

The frequency distribution of teacher and staff assessments of the quality of curriculum services shows that 50 percent of teachers and staff at SMA Negeri 1 Menyuke perceive the quality of curriculum services as still low. However, there are still 44.7 percent who perceive it as good, and 5.3 percent perceive it as very good.
Tendency of the influence of participative leadership on the quality of education services

To see the tendency of the influence of the variable of participative leadership of the school principal on the quality of educational services, a cross-tabulation table between the two variables is presented, as the statistical results show that the box (cell) of good quality of educational services and high participative leadership has the highest frequency or percentage of frequency among the other boxes (cells). The table shows that the quality of educational services tends to be influenced by the participative leadership of the school principal.

Tendency of differences in the influence of gender on participative leadership and quality of educational services

The participative leadership of the school principal and the quality of educational services examined in this study were analyzed using the teacher and school staff as the unit of analysis. Therefore, it is also necessary to consider the tendency of differences in the influence of gender on the assessment of participative leadership of the school principal and the quality of educational services at SMA Negeri 1 Menyuke.

The statistical results show that there is a tendency for differences in the influence of gender on the participative leadership of the school principal. Men have assessments ranging from low to high, while women have assessments ranging from high to very high in evaluating the participative leadership of their school principal.

Regarding the tendency of differences in the influence of gender on the quality of educational services at SMA Negeri 1 Menyuke, the statistical results show that men have assessments ranging from poor to good, while women have assessments ranging from poor to very good in evaluating the quality of educational services at their school.

Discussion

The quality of educational services is the expected level of excellence and control over that level of excellence to meet the desires of education customers. The quality of educational services in this study is defined as the services provided by the school in the form of convenience, speed, relationships, abilities, and hospitality demonstrated through attitudes and characteristics in providing services for the satisfaction of the community, especially parents of students.

The results of this study indicate that the quality of educational services at SMA Negeri 1 Menyuke is classified as good, while the participative leadership of the principal of SMA Negeri 1 Menyuke is perceived as high by teachers and school staff. The results of hypothesis testing show that participative leadership of the principal significantly influences the quality of educational services at SMA Negeri 1 Menyuke. In addition, the research also found that differences in gender among teachers can cause differences in assessing the participative leadership of the principal, which in turn affects the quality of educational services at SMA Negeri 1 Menyuke. The findings of the research as shown in hypothesis testing are the expected results (because they are in line with the formulated theoretical framework). In other words, participative leadership from the principal should indeed have a significant positive impact on quality educational services.
The results of this study are in line with the research conducted by Bambang Trisno and Daniar Nurdianto (2015) who conducted research on 30 Vocational School Principals in West Java involving 210 teachers and employees. Out of the 4 independent variables measured, namely school infrastructure, DUDI, school climate, and principal's leadership, the principal's leadership variable contributes the most to the quality of educational services.

The results of the research conducted by Jauhari, U. Husna Asmara, Wahyudi (in https://media.neliti.com/media/publications/216436-pengaruh-kepemimpinan-kepala-sekolah-dan.pdf) who studied the Influence of Principal's Leadership and Teacher's Teaching Performance on the Quality of Educational Services in Private Islamic Junior High Schools in Sui Ambawang District, Kubu Raya Regency, found a positive and significant influence of the principal's leadership on the quality of educational services. The research results mentioned above strengthen this finding that the quality of educational services is highly dependent on the participative leadership displayed by the principal.

Although there is a significant influence of participative leadership of the principal on the quality of educational services, its contribution is only 23.4 percent. This means that there is still 76.6 percent of the quality of educational services at SMA Negeri 1 Menyuke influenced by other variables that were not examined in this study. These variables may include government policies, school administration governance policies, completeness of learning, and social changes as well as globalization (Wu et al., 2014).

To improve the quality of education services in schools, the school needs to involve five dominant factors: (a) school leadership; the school principal must have and understand a clear work vision, be capable and willing to work hard, have a high work drive, be diligent and persevering in work, provide optimal service, and have strong work discipline; (b) Students; the approach should be able to explore students’ abilities so that the school can inventory the strengths of the students; (c) Teachers; involve teachers to the maximum extent, by improving the competence and professional work of teachers through seminars, subject teacher working groups, workshops, and training so that the results of these activities are implemented in schools; (d) Curriculum; the presence of a fixed but dynamic curriculum, with maximum quality standards; (e) Collaboration network; collaboration networks are not only limited to the school environment and the community (parents and the community) but also with other organizations, such as companies/institutions, so that the outputs from the school can be absorbed in the world of work.

The influence of participative leadership of the school principal on the quality of education services at SMA Negeri 1 Menyuke can be explained from the research revealed. According to them, individual influence, the influence of personality traits on leadership styles refers to the theory of regulatory models, which found that individuals are more concerned if they feel involved by their leaders. At the same time, the leader's awareness of participative management is key to influencing their participative leadership style and is seen as a determinant of participative leadership. Research conducted by Black (2020) shows that self-awareness of leaders has a significant impact on leadership style, and the higher the level of individual awareness, the more prominent the participative leadership style. In relation to the leader-member exchange model, shows that individual differences between leaders and subordinates also influence leadership style, where the greater the difference, the less likely the leader is to implement participative management. In other words, the quality of the
relationship between the leader and the subordinate can influence the leader’s management style.

The results of this study also show that there are significant differences in the influence of the gender of teachers and school staff on the assessment of participative leadership of the school principal. At the organizational level, it is easy to understand the important role of personal factors in predicting leadership styles in managerial roles. There are significant differences in how individuals lead in different contexts because individuals in different situational organizations actively socialize with subordinates and behave in ways that are appropriate to the context in which they are placed (Lonati, 2020). At the same time, an organizational culture that is acceptable and supportive of participative management in the workplace is also a key to the development of participative leadership (Huang et al., 2014).

Participative leadership, it turns out, has significantly different effects on organizational employees through different mechanisms. First, based on social exchange theory, participative leadership affects employees by promoting job well-being and helping behavior (Usman et al., 2021). Second, the conservation of resources theory suggests that participative leadership changes employee behavior in two different ways, increasing employee workload and enhancing organizational self-esteem (Jian et al., 2021). Third, research based on social cognitive theory confirms that participative leadership enhances employee self-efficacy and psychological safety, which in turn affects employee innovation and performance (Zou et al., 2020). Fourth, social information processing theory implies that the process of participative leadership that influences employee behavior can be influenced by cultural values and other aspects (Zhao et al., 2019). Fifth, based on leadership theory, the leader’s information sharing behavior can moderate the relationship between participative leadership and employee performance (Lam et al., 2015).

**CONCLUSION**

Based on the described research results, it can be concluded that participative leadership of the school principal significantly influences the quality of education services at SMA Negeri 1 Menyuke. This research reveals that participative leadership, as a way or style demonstrated by the School Principal through the involvement of teachers and staff in decision-making and school management, receives high ratings from the respondents. Mean and standard deviation statistics show relatively large variations between teachers and school staff. In addition, aspects of participative leadership, such as the ability to actively work with subordinates, involving subordinates in decision-making, and the ability to motivate teachers and staff, are generally rated highly by respondents with different variations among teachers/staff. In the context of the quality of education services, this research refers to the quality level or degree achieved by SMA in meeting educational needs. Overall, the quality of education services at SMA Negeri 1 Menyuke is rated good by teachers and staff, but there is a relatively large variation in ratings among individuals. Although aspects of the quality of education services receive good ratings, community support is considered low quality. Data analysis shows a tendency that participative leadership of the school principal has an influence on the quality of education services. In addition, there are differences in the tendency of the influence of gender on the assessment of participative leadership, where males have ratings ranging from low to high, while females have ratings ranging from high to very high for participative leadership of the school principal.
REFERENCES


