

School Performance Development: Measurement of Variables Affected by the Moral Debate Program

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Abstract: The moral debate program aims to improve the integrity of school principals. The integrity and performance of the principal affects all aspects of the school. This study aims to measure the variables influenced by the moral debate program. The research was conducted with a survey design. The research was conducted in elementary schools in Malang City, East Java, Indonesia. The research respondents were 82 school principals. There were eight variables studied. The independent variables are: the principal's performance; teacher performance; staff performance; school infrastructure; school finances; acceptance of new students; and the culture and school environment. As the dependent variable is the achievement of students. The data analysis used was descriptive analysis and regression analysis. The results of the study concluded that there was a significant effect of the dependent independent variable on the dependent variable, with a regression coefficient of 0.710. The regression equation formed is: $\hat{Y} = 0.482 - 0.060X_1 + 0.086X_2 - 0.013X_3 + 0.124X_4 + 0.150X_5 + 0.086X_6 + 0.332X_7$.

Keywords: school performance, moral debate, school leadership

1. INTRODUCTION

Principal leadership is the main variable in developing schools. The principal as an educational leader who has integrity is the main asset of the school in improving organizational performance. The moral debate program is a program designed to improve the integrity of school principals in leading schools.

When the principal in leading the school has high integrity, the school organization with its various variables can run well. These variables include the performance of the principal; teacher performance; staff performance; school infrastructure; school finances; acceptance of new students; and school culture and environment; as well as the achievements of students.

Leadership has the meaning as the ability to mobilize all existing resources in an organization so that they can be maximally utilized to achieve the stated goals. Leading in organizational practice means moving, directing, guiding, protecting, fostering, giving examples, giving encouragement, and providing assistance (Wahjosumidjo, 2002).

Many experts provide a definition of leadership according to their personal views, as well as aspects of the phenomenon of the best interest to the expert concerned. Leadership as a trait, personal behavior, influence on others, interaction patterns, cooperative relationships between roles, the position of an administrative position, and perceptions of others about the legitimacy of influence

(Yulk, 1989). Leadership is an activity to influence people to try to achieve group goals voluntarily (Hersey & Blanchard, 2002).

Leadership as the ability to mobilize, motivate, and influence people to be willing to take actions directed at achieving goals through the courage to make decisions about the activities that must be carried out (Nawawi, 2003). Leadership is the ability and readiness that a person has to be able to influence, encourage, invite, demand, use and if necessary force others to accept that influence and then do something that can help achieve certain goals (Indrafachrudi, 1984; Sutarto, 1995).

Various definitions of leadership according to the opinion of experts, it can be seen that leadership is: an influencing activity; teaching skills; ability to direct; the ability to create; influencing process; directing efforts; use authority and make decisions; the beginning of the action; directs; the ability to get people to act; power relations; convincing skills; interplay between persons; structure relations and maintenance; influence; and the art of coordinating and motivating. Leadership is an attempt to influence people between individuals (interpersonal), through the communication process, to achieve something or several goals (Gibson, et al., 1997).

This definition implies that: (1) leadership includes the use of influence and all relationships between individuals; (2) the importance of communication in leadership; and (3) focus on achieving goals.

Of the many different definitions of leadership, basically they contain common assumptions that are general in nature, such as: (1) in a group phenomenon involves interactions between two or more people; and (2) in involving the influencing process, in which the intentional influence is used by the leader to the subordinates. Besides the similarity in assumptions, there are also general differences, such as: (1) who exerts influence; (2) the purpose of the effort to influence; and (3) how the influence is exercised.

Based on the description of the definition of leadership, it can be seen that the key element of leadership is the influence a person has and in turn the effect of that influence on the person who wants to be influenced. An important role in leadership is the effort of someone who plays the role of a leader in order to influence others in a particular organization / institution to achieve goals.

Influencing is a process by which people who influence try to systematically change attitudes, behaviors, values, norms, beliefs, thoughts, and goals of the person who is affected (Wirawan, 2002). Starting from the notion of leadership, there are three interrelated elements, namely the human element, the means, and the goal.

To be able to treat these three elements equally, a leader must have the knowledge, skills and skills needed to carry out his leadership. This knowledge and skills can be obtained from theoretical learning experiences or from experience in practice while being a leader. However, unconsciously a leader treats his leadership according to his own way, and the methods used are a reflection of the nature of his leadership.

2. METHOD

This article describes the results of measuring the variables that are influenced by the moral debate program. The variables measured were: the principal's performance (X1); teacher performance (X2); staff performance (X3); school infrastructure (X4); school finance (X5); acceptance of new students (X6); culture and school environment (X7); and student achievement (Y).

These eight variables were measured using a questionnaire instrument. The design of this research is survey research. This research was conducted in elementary schools in Malang City, East Java, Indonesia. The research sample was 82 school principals. The research data were analyzed using descriptive analysis and regression analysis.

The research data were calculated: mean, standard deviation, maximum score, minimum score, range, and interval. Data for each variable is presented in the form of a frequency distribution table. Regression analysis is used to: test the hypothesis; know the effect of independent variables on the dependent variable; and the research variable regression equation formula.

3. RESULTS

The following shows the results of the descriptive analysis of the data for each variable. The results of the data description of the principal's performance variable (X1) obtained: mean 28.37; standard deviation 3.60; maximum score 36; minimum score 21; range 15; and interval 4. The results of the description of teacher performance variable data (X2) obtained: mean 40.48; standard deviation of 4.25; maximum score 51; minimum score 32; range 19; and interval 5. The results of the data description of staff performance variables (X3) are obtained: mean 29.22; standard deviation 3.28; maximum score 36; minimum score 21; range 15; and interval 4. The results of the description of school infrastructure (sarpras) variable data (X4) are obtained: mean 21.02; standard deviation of 2.24; maximum score of 24; minimum score 16; range 8; and interval 2.

The results of the description of school finance variable data (X5) obtained: mean 36.46; standard deviation 2.96; maximum score 40; minimum score of 29; range 11; and interval 3. The results of the data description for the variable acceptance of new students (X6) obtained: mean 26.27; standard deviation 4.14; maximum score 40; minimum score 16; range 24; and interval 6. The results of data descriptions of school culture and environment variables (X7) obtained: mean 27.61; standard deviation 2.47; maximum score 32; minimum score of 22; range 10; and interval 3. The results of the description of the student achievement variable data (Y) are obtained: mean 21.35; standard deviation 2.30; maximum score of 24; minimum score of 15; range 9; and interval 2. The frequency distribution of research variables is presented in Table 1.

Table 2 presents the results of hypothesis testing. Based on Table 2 it can be concluded partially: (1) the performance of the principal (X1) has a significant effect on student achievement (Y); (2) teacher performance (X2) has a significant effect on student achievement (Y); (3) staff performance (X3) has a significant effect on student achievement (Y); (4) school infrastructure (X4) has a significant effect on student achievement (Y); (5) school finance (X5) has a significant effect on student achievement (Y); (6) the acceptance of new students (X6) has a significant effect on student achievement (Y); and (7) culture and school environment (X7) have a significant effect on student achievement (Y).

And simultaneously all the independent variables (principal performance; teacher performance; staff performance; school infrastructure; school finances; acceptance of new students; and culture and school environment) have a significant effect on the dependent variable (student achievement). Based on Table 3, the regression equation formula formed from the research variables is:

$$\hat{Y} = 0.482 - 0.060X_1 + 0.086X_2 - 0.013X_3 + 0.124X_4 + 0.150X_5 + 0.086X_6 + 0.332X_7$$

Table 1 Frequency Distribution of Research Variables

Variable	Category	Interval	Frequency	N	%	Mean
Principal Performance (X1)	Worse	21 - 24	14	82	17.07	28.37
	Bad	25 - 28	30		36.59	
	Good	29 - 32	29		35.37	
	Great	33 - 36	9		10.98	
Teacher Performance (X2)	Worse	32 - 36	12	82	14.63	40.48
	Bad	37 - 41	42		51.22	
	Good	42 - 46	18		21.95	
	Great	47 - 51	10		12.20	
Staff Performance (X3)	Worse	21 - 24	3	82	3.66	29.22
	Bad	25 - 28	33		40.24	
	Good	29 - 32	31		37.80	
	Great	33 - 36	15		18.29	
School Infrastructure (X4)	Worse	16 - 17	5	82	6.10	21.02
	Bad	18-19	21		25.61	
	Medium	20 - 21	17		20.73	
	Good	22 - 23	25		30.49	
	Great	24 - 25	14		17.07	
School Finance (X5)	Worse	29 - 31	9	82	10.98	36.46
	Bad	32 - 34	9		10.98	
	Good	35 - 37	23		28.05	
	Great	38 - 40	41		50.00	
New Student Admission (X6)	Worse	16 - 21	7	82	8.54	26.27
	Bad	22 - 27	45		54.88	
	Medium	28 - 33	27		32.93	
	Good	34 - 39	1		1.22	
	Great	39 - 44	2		2.44	
School Culture and Environment (X7)	Worse	22-24	12	82	14.63	27.61
	Bad	25 - 27	24		29.27	
	Good	28 - 30	36		43.90	
	Great	31 - 33	10		12.20	
Student Achievement (Y)	Worse	15 - 16	1	82	1.22	21.35
	Bad	17 - 18	15		18.29	
	Medium	19-20	12		14.63	
	Good	21 - 22	20		24.39	
	Great	23-24	34		41.46	

Table 2 Hypothesis Test Results

Variable	R	R square	α	P value	Decision
X1 → Y	.053	.003	.05	.000	Accepted
X2 → Y	.159	.025	.05	.000	Accepted
X3 → Y	.094	.009	.05	.000	Accepted
X4 → Y	.545	.297	.05	.000	Accepted
X5 → Y	.586	.344	.05	.069	Accepted
X6 → Y	.454	.206	.05	.000	Accepted
X7 → Y	.634	.402	.05	.026	Accepted
X1-X2-X3-X4-X5-X6-X7 → Y	.710	.504	.05	.000	Accepted

The meaning of the regression equation formula is:

- The constant 0.482 means that if X is constant, then Y = 0.482 units.
- The coefficient -0.060 means that if the value of the X1 variable decreases by one unit and the other X variable is constant, then the Y variable will decrease by -0.060 units.
- The coefficient of 0.086 means that if the value of the X2 variable increases one unit and the other X variable is constant, then the Y variable will decrease by 0.060 units.
- The coefficient -0.013 means that if the value of the X3 variable decreases by one unit and the other X variable is constant, then the Y variable will decrease by -0.013 units.
- The coefficient of 0.124 means that if the value of the X4 variable increases by one unit and the other X variable is constant, then the Y variable will decrease by 0.124 units.
- The coefficient of 0.150 means that if the value of the X5 variable increases by one unit and the other X variable is constant, then the Y variable will decrease by 0.150 units.
- The coefficient of 0.086 means that if the value of the X6 variable increases one unit and the other X variable is constant, then the Y variable will decrease by 0.086 units.
- The coefficient of 0.332 means that if the value of the X7 variable increases by one unit and the other X variable is constant, then the Y variable will decrease by 0.332 units.

Table 3 Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	.482	3,110		.155	.877
X1	-.060	.073	-.095	-.828	.410
X2	.086	.065	.159	1,318	.192
X3	-.013	.081	-.019	-.163	.871
X4	.124	.125	.120	.989	.326
X5	.150	.102	.193	1,465	.147
X6	.086	.054	.155	1,587	.117
X7	.332	.103	.357	3,223	.002

a. Dependent Variable: Y

4. DISCUSSION

Leadership in education can be defined as the principal's efforts to lead, influence, and provide guidance to education personnel as subordinates so that educational and teaching goals can be achieved through a set of predetermined activities. The function of educational leadership refers to the various activities or actions carried out by the principal as a leader trying to move teachers, employees, students and community members to do something to implement educational programs in schools (Mangkunegara, 2003). To achieve the goals of educational leadership in schools, in essence educational leadership has three functions, namely: (1) helping groups formulate educational goals to be achieved as to determine the activities to be carried out; (2) mobilizing teachers, employees, students and community members for the success of educational programs in schools; and (3) creating schools as a work environment that is harmonious, healthy, dynamic and comfortable, so that all members can work with high productivity and gain satisfaction at work.

The leader's ability to influence others through the strengths he has, both relating to personality traits, as well as the breadth of knowledge and experience that gets recognition from the people they lead. Effective schools are created because the leadership that has been implemented by the school is directed at the process of empowering teachers so that teacher performance is more based on shared principles and concepts, not because of instructions from the leadership. The principal must understand that the school is an organic system so that as a leader, the principal must be more capable of directing rather than encouraging or coercing, relying more on cooperation in carrying out tasks than on power, instilling confidence in teachers and administrative staff instead of creating fear,

The leadership style of the principal to be effective in fostering good relationships with the people he leads, namely how the principal gives an example, prioritizes quality, works on the basis of good human relations, understands the surrounding community, has a good mental attitude, has an interest in staff and the school,

compromise to reach an agreement. Maintain stability, be able to cope with stress, create a structure so that the division of labor can be carried out, tolerate mistakes, do not create personal conflicts, lead through a positive approach, do not precede the people they lead, are easy to contact with others, and have a harmonious family (Atmodiwirio & Siswanto, 1991).

The principal is an "elder" figure so that what is expected of him is a good example and role model. Its position as a leader has an impact that the principal is obliged to carry out guidance and reprimand for students who make mistakes with a fatherly attitude and are not based on suspicion. Schools are considered as large families that require the cooperation of their citizens and this collaboration is the foundation for the success of the school.

Therefore, in teachers' perceptions, a school principal must have characteristics as the head of the family in the school. The characteristics or characteristics of a school principal as the head of the family in the school, namely: (1) having integrity, meaning being firm and honest, both as reflected in his personal characteristics and in the implementation of his moral principles; (2) fair, meaning that it must be fair to the truth and there is no difference in treatment to anyone; (3) capable, meaning that they are able to carry out their duties and be able to carry out humanitarian relations well; and (4) reliability, meaning having the ability to cooperate with others in carrying out their commitments.

The principal is the highest leader in the school. In schools that implement school-based quality improvement management, the principal has a strong role in coordinating, mobilizing, and harmonizing all available educational resources. The leadership of the principal is one of the factors that can encourage schools to be able to realize the vision, mission, goals and objectives of the school through planned and gradual programs. Therefore, principals are required to have quality management and leadership skills in order to be able to take decisions and initiatives to improve the quality of schools. Educational leadership refers to certain qualities that school principals

must possess in order to carry out their responsibilities successfully (Dharma, 2003). These qualities include: (1) the principal must know exactly what it wants to achieve (vision) and how to achieve it (mission); (2) the principal must have a number of competencies to carry out the mission in order to realize that vision; and (3) the principal must have a certain character that shows his integrity.

In the new paradigm of education management, principals must at least be able to function as educators, managers, administrators, supervisors, leaders, innovators, and motivators (Mulyasa, 2003). Quality principal leadership must have a strong personality, understand the goals well, have extensive knowledge and have professional skills related to their field of work. A strong personality can be seen from traits such as courage, honesty, enthusiasm, and social sensitivity. The principal as a good leader is a principal who has special characters or traits that include: personality; basic skills; experience and professional knowledge; professional skills; and knowledge of administration and supervision (Wahjosumidjo, 2002).

5. CONCLUSION

This study concludes that there is a significant effect of principal performance, teacher performance, staff performance, school infrastructure, school finances, new student admissions, and school culture and environment on student achievement. The quality of the principal's leadership can be seen from the intelligence, creativity, and wisdom of the principal in finding solutions to every problem he faces. This ability can be built from the experience and breadth of knowledge of the principal. The ability to make decisions will be reflected in the ability to make decisions with teachers and school staff, make decisions for the internal interests of the school, and make decisions for the external interests of the school.

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