

The Influence of School Management Capacity on The Quality of Education in Public Elementary Schools in Bandung City

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Abstract—This research is entitled "The Influence of School Management Capacity on the Quality of Education in Public Elementary Schools in Bandung City". The issue in this study is how much the quality of education is influenced by the capacity of school management. The purpose of this study is to obtain an overview of the influence of school management capacity on the quality of education in public elementary schools in Bandung City. This research employed a descriptive method with a quantitative approach. The data collection technique is by using questionnaires with 99 respondents as research samples. It could be concluded that there was a positive and significant relationship between the School Management Capacity and the Quality of Education in Public Elementary Schools in the Bandung City.

Keywords—school management capacity; quality of education

I. INTRODUCTION

Regarding the quality, the outcomes of education in Indonesia can still be said to have not achieved the quality targets as expected by stakeholders. This can be seen from the Education for All Development Index, in which Indonesia's position in 2014 was ranked 57th out of 115 countries. Based on the data in the Education for All (EFA)'s Global Monitoring Report: The Hidden Crisis, Armed Conflict and Education issued by the United Nations Educational, Scientific, and Cultural Organization (UNESCO) launched in New York, that total EDI value was obtained from the summarize of the acquisition of four assessment categories, namely [1]:

- Elementary education participation rate.
- Literacy rates at the age of 15 years and over.
- Participation rates according to gender equality.
- Survival rates for students up to grade V elementary school (SD).

Indonesia reached the 57th position based on EDI values. Seeing the above conditions, the Government and all parties should pay attention to the implementation of education in this country, especially in basic education, as mandated by the National Education System Law No. 20 of 2003 Article 17

concerning the Path, Level and Type of Education that basic education is carried out in the form of schools and islamic schools. Basic education is organized to provide the basics of knowledge, attitudes, and skills for students. This basic education was then developed to improve the quality of the students themselves. These three aspects are the main foundation of education because all three are the most essential things in life.

Based on the results of school self-evaluations (*evaluasi diri sekolah*, EDS) conducted by schools in Indonesia in 2013 through the website <http://padamu.kemendikbud.go.id>, which was developed by the Ministry of Education and Culture's BPSDM-PMP, the elementary schools carrying out the EDS in 2013 were 132,370 from 148,107 elementary schools or 89.4% [2].

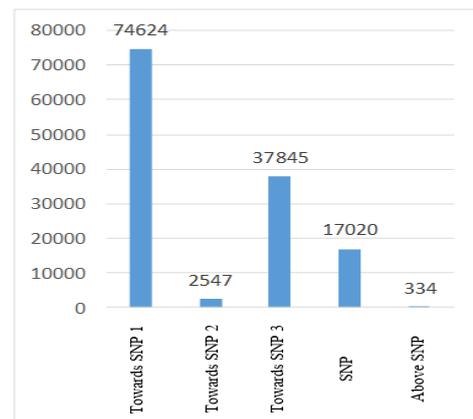


Fig. 1. Distribution of the number of primary school based on the level of achievement of the national level national system.

Based on the EDS results, there were still many elementary schools that had not met the national standard of education (*Standar Nasional Pendidikan*, SNP). This problem existed in the components of educational input that affected the process and implementation of education.

In the quality of graduates and the relevance of the results of education to the needs of society, based on the data from Statistics Indonesia (*Badan Pusat Statistik*, BPS) in 2014

concerning the population aged 15 years and over who worked according to the highest education completed, a tendency was found that elementary school graduates dominated the workforce more than senior/vocational high school and college graduates [3].

The needs for elementary education facilities in this study was presented by the number of residents aged 7-12 years. The needs for elementary school facilities in Batununggal District was for 12,683 people. However, the number of elementary education facilities found in that district was for 10,960 people. Based on the calculation results obtained in the indicator analysis of meeting needs, the existing capacity could only accommodate about 87% of the needs. Thus, the provision of elementary education facilities in Batununggal District couldnot meet the existing needs.

According to Triatna [4] the problem of the low quality of education can be seen from the perspective of system, where the problem lies in the components of education's input, process, output, and outcome of education. The education problem seen from the input component is related to the fulfillment of SNP that should be provided in full for the purpose of administering education.

Triatna [4] suspects that the problem of low quality of education caused by the low professionalism of education's human resources cannot be solved by training all existing CARs for a certain period of time, such as for one month. The problem of school quality in the perspective of system is attached to each system component. Low school management capacity will result in low quality of education. This problem can be elaborated in more detail based on the school management system that schools do in each year, namely: input, process, output. The input component is eight national education standards; the process component is a pedagogical process known as the learning process; and learning outputs are in the form of graduate competencies. Various problems faced by elementary schools must be a very large concern from various parties because it will have an impact on quality education for students.

In Triatna's dissertation [5], it is stated that the high and low capacity of school management in managing various school resources is a determinant of whether or not the educational process experienced by students in school is of high quality. Joyce and Weil [6] define management capacity as the basic ability of the government to develop, direct, and control the organizational resources in the form of: finance, human resources, physique, and information Komba, Nkumbi, and Warioba in Triatna [4] state that SMC is the potential and actualization of the potential of the school, including the potential that exists in the organization and school resources around the school environment that can be utilized to support, maintain, and develop the quality of the teaching and learning process.

II. METHOD

This research employed descriptive method. The approach used in this study was quantitative approach. Participants in this study consisted of principals, teachers, and administrators

of public elementary school committees in Bandung City. The population taken was a group of people who lived in certain places, namely in public elementary schools throughout the city of Bandung.

TABLE I. PARTICIPANTS AND STUDY POPULATION

No.	Participants	Population
1	Principals	254
2	Teachers	8629
3	Administrators	254
Population		9137

The samples in this study was chosen using purposive sampling technique. It was based on the recommendations of the coordinator of Bandung City Elementary Education Supervisor, Mr. Maman Sulaiman and other members: Mr. Tahyan, Ms. Nita, and Ms. Winda. The type of instrument used in this study was questionnaire.

III. RESULT AND DISCUSSION

The calculation table of Weight Mean Score (WMS) obtained the results of the trend of the X variable about school management capacity in Elementary School in Bandung City for all statement items, which was 4.24, included in the Very Good criteria. On the other hand, the calculation of WMS showed the average results of each variable dimension of Y (Quality of Education) of 4.46. This showed that the opinions of respondents regarding the quality of education in public elementary schools in the city of Bandung were categorized as very good.

From the calculations using SPSS version 21, the value of Asymp. Sig. (2-tailed) of 0.058 greater than 0.05 was obtained. Thus, based on the decision-making basis above, H_0 was accepted. This means that there was no difference between data distribution and normal distribution. For the Y variable, the Asymp. Sig. (2-tailed) of 0.277 greater than 0.05 was obtained. Thus, based on the basis of the above decision, H_0 was accepted. This means that there was no difference between data distribution and normal distribution. Thus, the X and Y variables were declared to be normally distributed.

The value of the correlation between variable X (School Management Capacity) and variable Y (Quality of Education) was equal to 0.500. If it was classified based on the interpretation of the correlation above, then it was included in the medium category, which was at the number 0.400-0.500. The correlation of 0.500 indicated that Education Management Capacity had a moderate correlation or relationship with the quality of education in public elementary schools in Bandung City.

The result of the determination coefficient is 25%, which means that the increase or decrease in the quality of education in public elementary schools in Bandung City was determined by the capacity of school management. However, the remaining 75% ($100\% - 25\% = 75\%$) was influenced by other factors.

From the results of the calculation of the significance test, it was known that the t_{observe} value was 5.691 and the t_{table} value

was 1.661 (with dk-2). Thus, $t_{\text{count}} > t_{\text{table}}$, which means that H_0 was rejected and H_a was accepted. Therefore, the School Management Capacity had a significant effect on the Quality of Education in Public Elementary Schools in Bandung City.

From the Coefficients table, a simple regression calculation equation was obtained with the formula of $\hat{Y} = a + bX$. Thus, $\hat{Y} = 24,975 + 0,500 X$. It means that constanta (a) of 24,975 stated that if there was no school management capacity, then the quality of education still obtained a value of 24,975. The regression coefficient of 0.500 stated that each addition (because of the + sign) of one point of school management capacity would increase the quality of education by 0.500. This stated a linear prediction. The information on the increase or decrease of the independent variable (X) would result in an increase or decrease in the independent variable (Y) with a value of 0.500.

This means that variable X had a close relationship with variable Y, and variable Y had a dependence on variable X in a positive direction. Thus, the formulated research hypothesis of "there is a significant relationship between school management capacity and quality of education" was accepted.

The highest tendency value for school management capacity was "the ability to build school vision, mission, and goals" with an average value of 4.32 while the lowest value was "the ability to evaluate school success" with an average value of 4.13.

The highest tendency value for the quality of education was "clear vision and mission" with an average value of 4.56, while the lowest value was "educators and educational staffs are friendly to students" with an average value of 4.32.

Based on the results of calculations using the Product Moment correlation formula in table 4.9 about the results of the calculation of the correlation test, the correlation coefficient (r_{xy}) was 0.500. The acquisition of these values was the magnitude of the effect of variable X (School Management Capacity) on the Variable Y (Quality of Education). When consulted on the table of the scale of the correlation coefficient measurement, the value of 0.500 correlation coefficient was at the level of **moderate** relationship.

If the correlation was indicated by the results of the significance test, the school management capacity had a significant influence on the quality of education in public elementary schools in Bandung City. The correlation referred to in this study was the relationship between school management capacity and quality of education. It could be concluded that the capacity of school management had a strong and significant influence on the quality of education in public elementary schools in Bandung City..

The calculation of determination that aimed at measuring the effect of school management capacity on the quality of education in public elementary schools in Bandung City obtained a value of 0.250 or 25%. Hence, it could be interpreted that the capacity of school management gave an

influence of 25% on the quality of education in public elementary schools in Bandung City. Thus, the answer to this research hypothesis were that H_0 was accepted and there was a positive and significant relationship between variable X (school management capacity) and variable Y (the quality of education).

IV. CONCLUSION

Based on the processing and analysis of research data, an overview of each variable and the relationship between variables were obtained and could be concluded as follows:

- School management capacity (variable X) was generally seen by principals, teachers, and school committees in Bandung City in the category of Very Good (4.24), seen from the dimensions of ability in building the vision, mission, and goals of the school; ability to compile School Work Plans; ability to implement the School Work Program; and ability to evaluate the success of the school reinterpreted on the indicators.
- The quality of education (variable Y) was seen by the principal, teachers, and school committees in Bandung City in the category of Very Good (4.46), seen from the dimensions of having a clear vision and mission, having professional principals, having professional teachers, having a school environment conducive to learning, educators and school staff friendly to students, strong school management, a broad and balanced curriculum, meaningful assessment and reporting of students, high community involvement in participating in managing the school.
- School management capacity (variable X) had a moderate effect ($r_{xy} = 0.500$) and was significant on the quality of education (variable Y) with a contribution of 25%.

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