

Active Quality Factors of Learning Process in an Indonesia Senior High School

Sar Joni Herri

Faculty of Education, University of Muslim Nusantara Al-Washliyah, Medan, Indonesia

Abstract: Quality factors of learning process in the formal educational institution depend on the school principal leadership, cultural organization and teacher's competence. Education quality is a partial achievement of educational goals and competence of graduates which have been assigned to the appropriate strategic plans in achieving those goals. This study involves input aspects, process, output as well as value and the degree of goodness, righteousness and perfection. The study was conducted in Indonesia private High School Brigjen Katamso I in Medan to see the dominant factors affecting the quality of school, the school leadership, school's culture and teacher competence. The study population was all high school student (756 student) with sample of 255. The method used is a survey method with a quantitative approach. The analysis result showed that the effect of principal leadership, school culture, teacher competence towards school quality is respectively 0.3893, 0, 289 and 0, 347. Overall, the coefficient of determination (R^2) is approximately 0.841. In other words 84,1% of the variance of school quality can be described through principal leadership, school culture and teacher competence.

Key words: Output quality, culture school, principal leadership, teacher's competence, principal leadership

INTRODUCTION

The aspect of school quality development plays a great contribution to the management of educational institution, particularly in some private high schools such as Brig Katamso 1 High School in Medan. Since most private high school in Medan must give the best services to their students namely; educational service which appropriates to the student's need. Hence, it takes the qualified educational institution management. The private school party researches hard to achieve the qualified educational institution management since the private school party always faces many challenges from both society and students whom demand the school party to adjust school policy with their needs. This challenges is expected to realise high quality school which is led by a principal.

High school principal does not only have the authority and responsibility to manage the implementation of education but also acts as the leader who can change school to be a better educational institution. However, it would not be achieved, if it was not supported by the implementation of school culture. School culture can be created by the principal who has strong legitimacy to create a new culture which is relevant to the changes, local cultures and global culture. In addition, the policy becomes a reference towards to operational activity which appropriates to government's policy standard.

High school quality requires the change of school management. It is such a hope to respond all the challenges

which is formally facilitated by Law No. 20 year 2003 on National Educational System states that school management is school based-management. School based-management leads to new atmosphere to the private high school; the implementation of educational management decentralisation is getting along with regional autonomy. Thus, the system of education which appropriates to the local culture either national or global, will be accommodated legally and formally eventough the scope is still centralized.

In addition, school based-management is expected to carry a new hope through the implementation of management changes at that school as the institution that has ability to adapt the various legal changes that carries to good governance movement. The basic principle of good governance carries the implication of change to the management models of educational institution in which the management should be used to run the changes now and then as stated in basic principle of decentralization of education management. Based on previous research, there are many factors affecting school quality significantly, namely; principal leadership, school culture and teacher competence.

Research problems: As the explanation above, the problems of study were formulated as follows:

- How is student's perspective about principal leadership, school culture and teacher competence in Brigjen Katamso 1 High School in Medan?

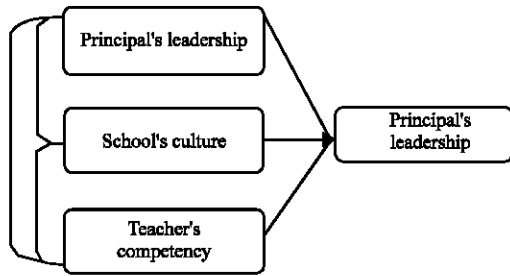


Fig. 1: Relationship among variables

- How is the relationship among principal leadership, school quality, school culture and teacher competence in high school Brig Katamso 1 in Medan?

The relationship among principal leadership, school quality, school culture and teacher competence can be described as follows (Fig. 1).

Theoretical review school quality: Commonly, the quality means the degree or level of product (research/effort) both goods and services; tangible or intangible. In context of education, quality refers to process and product of education. Quality refers to something beyond satisfaction and desires of customer. Thus, the understanding of quality is conforming with standard, expectation of stakeholder and keeping promises.

The quality of education is a partial achievement of educational goals and competence of graduates which have been assigned to the appropriate strategic plans in achieving those goals. It involves input aspects, process, output as well as value and the degree of goodness, righteousness and perfection. The measurement of school quality is different from the measurement of organization. School quality should be directed to need, necessary and expectation that lead to student's satisfaction as the purpose of school quality which is as the guarantee of determination of education quality as stated by Creech (1996) (Fig. 2).

Further, TQM program must meet four criteria in order to achieve the success in implementation. Firstly, this program should be based on the awareness of the importance of quality in production process. Secondly, this program should have a strong humanist nature to interpret the importance of quality they way how employees are treated and given the inspiration. Thirdly, it must be based on decentralisation approach which gives authority to create the involvement enthusiasm and common objective become a reality. Fourthly, all of

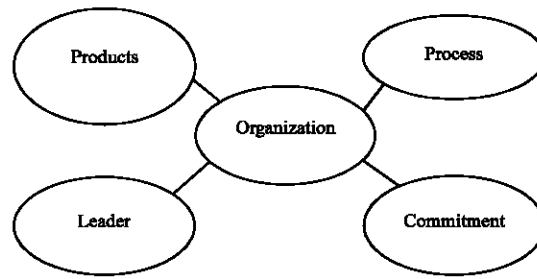


Fig. 2: Five pillars of TQM (Creech, 1996)

those programs must be applied thoroughly in order to achieve visions, missions, principles, policies, strategies and the importance of activities.

Principal leadership: Leader and leadership needed by human beings because there is no perfect individual, each human being has strengthness and weakness. In this research, leadership is defined as “the process influencing others to understand and agree with what need to do dan how to do it effectively as well as the process to facilitate either individual or collective efforts to achive a common goal” (Garry, 2009). This leadership term does not only facilitate the work community but also ensure to meet all the challenges in the future.

School culture: Commonly, the implementation of organizational culture concept in the school is slightly different from the other organizational concepts. It can be seen from types of developing dominant value and the characteristics of supporter. Paul E. Heckaman in Stolp (1994) stated that “the commonly held beliefs of teachers, students and principals”. The developing values can not be separated from the existence of school since the school plays an important role to develop, preserve and pass on cultural values to their students. Schein (1992) and Luthans (2010) stated the characteristic of organizational culture in schools, they are:

- Observed behavioral regularities
- Norms
- Dominant values
- Philosophy
- Rules
- Organization climate

All of the characteristics are comprehensive and applicable for everyday life at schools. Culture and organization can be said as a representative form of interaction and expectation. Culture involves some factors, they are norm, belief, value, standard, ritual,

structure, nuance and type of interaction which expecting to be occurred in the organisation. Culture is often discussed in organization community in order to help realizing an institution that can change that community be better. Literally, the origin of word culture come from Sanskrit “Budhayah” the plural form of Budi which means sense or anything related to human mind. While the word culture comes from corele in Greek which means working or processing. Komariah and Triatna (2006) define culture as any human action to process or do something which comfort to tradition and custom achieved through education.

Teacher’s competence: The term competence is the combination form of knowledge (cognitive), attitude (behavior) and skills that are realized from the deeds. In other words, competence is the combination from mastery of knowledge, skill, value and attitude that are refelected in thinking and performing deeds. In addition, competence is the combination from skills, knowledge, attitudes, character, understanding, appreciation and expectation of underlying character of someone in doing tasks or works in order to achieve standard quality. In brief, competence is a set of knowledge, skills and attitude which owned and mastered by teacher. There are three terminologies of competence in English, they are:

- Competency is being competent, ability (to do the work) which refers to competence of the skills or abilities to do any tasks
- Competent (adj) refers to (person) having ability, power authority, skill, knowledge, etc., which fundamentally refers to traits (characteristics), people (competent) who have the skill, power, authority and knowledge to do what is necessary
- Competency is rational performance which satisfactorily meets the objectives for a desired condition which refers to rational action that can achieve satisfying purpose based on conditional things

Competence can be defined as the knowledge, skills and values reflected in the habit of thinking and performing deeds. Thus, the competence possessed by teachers to show the actual quality. Meanwhile, according to Indonesia government in Kepmendiknas 045/U/2002, the meaning of “competence is a set of intelligent action, responsibility of person as a requirements to be considered by society in performing the particular tasks”.

MATERIALS AND METHODS

This research was conducted by survey method which grouped into two, namely descriptive study which used to describe characteristics of each variables.

Table 1: Identification factor

| Variables | Indicators | Total |
|----------------------|----------------------------------------|-------|
| School quality (Y) | Professional leadership | 31 |
| | Focus on teaching and learning | |
| | Vision and mission | |
| | Reasoned learning | |
| | High expectation | |
| | Student community | |
| Principal leadership | Accountability | 26 |
| | Environment | |
| | Vision and goals | |
| | Dicipline | |
| | Based-values | |
| | Leadership | |
| School culture | Self-awareness | 26 |
| | Channel | |
| | Artfacts | |
| | Normes | |
| | Dominant values | |
| | School philosophy | |
| Teacher competence | Rules | 24 |
| | Focus on students and learning process | |
| | Materials | |
| | Practical skills | |
| | Responsibilities | |
| Total score | | 101 |

verification study which used to test hypothesis. There are two kinds of variables; independent and dependent variable. Independent variables are; principal leadership (X_1), culture (X_2) and teacher competence (X_3) and dependent variable is school quality (Y_1) which is visually shown in Table 1.

From the Table 1, it shows that there are 4 variables which involves the identification factors and there are 23 indicators. Population of the research is the 756 students of Brigjen Katamso 1 High School in Medan .

RESULTS AND DISCUSSION

The research finding shows that variable (Y) which is school quality, the students of Brigjen Katamso 1 Medan were as the respondents in this research marked the indicator of Focus on teaching and learning, Learning process and Accountability are the higher indicator than others. the lower indicator are vision and mission and high self-dicipline

While, variable (X_1) which is principal leadership, the students of Brigjen Katamso 1 Medan were as the respondents in this research marked that the indicator of Vision and goals and Values are the higher indicator than others in this research. The lower indicator is self-awareness. Variable (X_2) which is school culture, the students of Brigjen Katamso 1 Medan were as the respondents in this research marked that the indicator of document and environment, developing normes and dominat value are the higher indicator than others while, the lower inidicator are school philosophy and the rules of school are lower. Variable (X_3) which is teacher

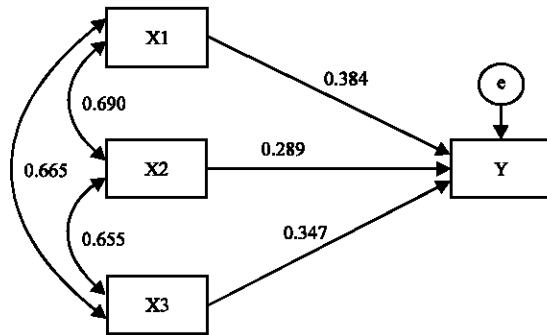


Fig. 3: A path analysis

competence, the students of Brigjen Katamso 1 Medan were as the respondents in this research marked that the indicator of focusing on students and learning process, materials and practical learning are the higher indicators than others, while the lower is teacher responsibility.

The analysis result showed that the effect of principal leadership, school culture, teacher competence towards school quality is respectively 0.3893, 0.289 and 0.347. Overall, the coefficient of determination (R^2) is approximately 0.841. In other words 84.1% of the variance of school quality can be described through principal leadership, school culture and teacher competence. In brief, it is visually showed from (Fig. 3).

School as educational institutional need to be managed properly to achieve expected goals. The successful education depends on many factors that relate each other such as principal leadership, school culture, teacher competence and infrastructure and so forth. Principal leadership is the important factor in the school. If the principal have the good leadership in the school, the other factors will be greatly effected. High school quality can not be achieved without the role of principal since there are many roles of principal, namely leader, manager, educator, supervisor in the school that would take that school to goals to be achieved (Isaac and Michael, 1981).

In addition, teacher is the second important factor since all the teaching learning responsibility is owned by teachers. If the teaching learning process is done properly, the expecting outcomes will be achieved. The best learning outcome positively contribute to the school quality and national education quality. Furthermore, principal leadership will affect to school culture since the only person can create the school culture is the principal. The school culture is the culture which comes from attitude, behavior of school community, it becomes a habit.

CONCLUSION

Results showed that overall school leadership, school culture and the competence of teacher in high school Brigjen Katamso I Medan significantly influence school quality. Basically, the principal is the person who shows the level of effective leadership and tends to be accepted by school community. School culture of High School Brigjen Katamso 1 Medan is conducive in supporting the variety of learning activity either in the school or in society. All the teachers of High School Brigjen Katamso 1 Medan have shown a relatively high competence in performing their duties. In addition, all the students of High School Brigjen Katamso 1 Medan perceive that school quality is relatively increasing, although it is not optimal yet. In brief, principal leadership, school culture and teacher competence in High School Brigjen Katamso 1 Medan significantly affect school quality.

ACKNOWLEDGEMENT

This research was funded by Ministry of Research, Technology and Higher education of Republic of Indonesia from 2015 to 2016 fiscal years.

REFERENCES

- Creech, B., 1996. The Five Pillar of TQM: How to Make TQM Work for You. Trauman Tally Books, New York, USA.,
- Garry, Y., 2009. Leadership on Organization. 5th Edn., Pearson Prentice Hall, New Jersey, USA.,
- Isaac, S. and W.B. Michael, 1981. Handbook in Research and Evaluation for Education and Behavioral Sciences. 2nd Edn., EdITS Publishers, San Diego, California.,
- Komariah, A. and C. Triatna, 2006. Visionary Leadership Menuju Sekolah Efektif. Bumi Aksara, Jakarta, Indonesia.
- Luthans, F., 2010. Organizational Behavior: An Evidence-Based Approach. 12th Edn., McGraw-Hill, New York, USA.
- Schein, E.H., 1992. Organizational Culture and Leadership. Jossey Bass, San Francisco, California.,
- Stolp, S., 1994. Leadership for School Culture. ERIC Digest, New York, USA.