

Effects of the role of Educational Services, School principals' performance, teachers' performance, and society participation on the quality of schools services in South Tangerang, Banten District

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Abstract- The important concern toward educational development is because education in Indonesia has been considered quiet badly in terms of the quality (Soetjipto, 2004). This problem has been happening since many years especially at the elementary, Junior and Senior level. As a consequence, many efforts have been done to overcome this problem such as by holding any trainings and workshops to improve teachers' competencies, providing books and learning tools, and or renovating education facilities, but the results are still poor. The aims of this research were to analyze the effects of: (1) the role of Educational Services (2) school principals' performance (3) teachers' performance, (4) society participation on quality of schools services in South Tangerang both partially as well as collectively. This quantitative research applied explanatory and analytical studies. A total of 350 samples was selected through proportionate stratified random sampling. These data then were analyzed by using multiple regression. The findings of thi study showed that there were positive and significant influences of the role of Educational Services, school principals' performance, teachers' performance and society participation on quality of schools services. These findings indicate that these four variables are important to improve the quality of schools services.

Index Terms- The role of Educational Services, school principals' performance, teachers' performance, society participation

I. INTRODUCTION

Education has a strategic value to any country's development. However, education has many complex aspects. This complexity does not only deal with cognitive dimension, but it also has affective and human skill dimensions. For this reason, many experts and stake-holders in education field should contribute their ideas and thoughts in order to make more qualified education in Indonesia.

Due to the changing development policies in social-economic and political aspects as well as culture, a political approach is needed to redesign school management by giving full authority to school's principals. This approach need also to involve society's participation in order to improve schools' work-ethics including teachers, students, principals, parents and society (Bafadal & Imron: 2004). The reason is simply because quality in education and human resources are what society expects from this policy.

There are at least three (3) factors that cause this quality of education cannot be improved equally (Ministry of Education and Culture, 2003). First, national education policy has not been conducted on the basis of input-output analysis. Second, national education is run mainly by the central bureaucracy. Third, society roles, especially from parents of the students are still considered low. This problem, for instance, can be observed in most schools in the District of South Tangerang, Banten province. In these schools most principals have almost no coordination with their subordinates and teachers. Also, the quality of teachers is low. Of the total teachers in these schools, it was about 72 percent of the teachers has graduate qualification. While the rest of 29 percent has no graduate qualifications. In addition, the management of schools was also relatively bad. Apart from the lack of school facilities, there has been problem associated with the quality of learning process.

As this area was expanded from Tangerang regency into South Tangerang in 2010, all fileds in the government in this city needs to be developed. Due to this reason, it is important to examine the effects Office Educational Service roles, principals' performance, teachers' performance, and society participation on the quality of schools services in South Tangerang, Banten. However, before the methods and the results of this study are discussed, the following section deals with literature review on some conceptual aspect of variables examined in the study. Based on this background, this research was aimed to analyze the effects of: (1) the role of Educational Services (2) school principals' performance (3) teachers' performance, (4) society participation on quality of schools services in South Tangerang both partially as well as collectively.

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II. RESEARCH METHODS

The study is a quantitative research which applied explanatory type. It aims to see the correlation between two variables or more. This kind of method is higher compared to descriptive and comparative studies. David Kline cited in Sugiyono (2010) defined explanatory level as the level of an explanation. So, an explanatory research means a study which aimed to explain the level of each variables investigated and the relationship among those variables.

There are 4 independent variables in this study, i.e. Office of Educational Services' Roles (X_1), Principals' Performance (X_2), Teachers' Performance (X_3) dan Society Participation (X_4), while Quality in Schools' Services (Y) is as dependent variable. In terms of the sample selection, the study used stratified random sampling in which each subject has the same opportunity to be chosen randomly.

Furthermore, the data were collected using some techniques, namely, observation, literature, documentation, and by using questionnaires. These data are then analyzed based on the questionnaires. To see whether Office of Educational Service's roles, principals' performance, teachers' performance and society participation influence quality of schools' services, some tests were done. These test include the validity test, reliability test, normality test, multi-collinearity test.

III. RESULTS AND DISCUSSIONS

Before the findings of the study are discussed, the following section highlights the result of the tests to examine the data.

3.1 Reliability Test

To see the coefficient reliability of the questionnaires, Alpha Cronbach was calculated by using SPSS, and the results of reliability test for all variables were significant (0.730 – 0.805). The Coefficient Reliability of role of Educational Service gained α 0.732, School Principals' performance gained α 0.730, teachers' performance gained α 0.773, society's participation gained α 0.739, and quality of schools' services gained α 0.805. From the results, it can be seen that the questionnaires used for each variable are reliable, because all their coefficient reliability is higher than 0.6

3.2 Validity Test

The validity of each point in the questionnaires was calculated by using "product moment" correlation technique. From 15 questionnaires responded by 350 subjects ($n = 350$), α value was 0.05. If we compare this value to value of r_{table} which is 0.074, it can be concluded that each point in the instrument of all variables were valid (0.456 – 0.541). Role of Educational Service (X_1) gained 0.541, school principals' performance (X_2) gained 0.553, teachers' performance (X_3) gained 0.467, society's participation (X_4) gained 0.456, and quality of schools' services (Y) gained 0.480.

3.3 Hypothesis Test

From the interpretation of the data it can be said that all points in the instrument is valid and reliable to be applied in this research. Hypothesis test in this study was tested by formerly fulfilled Linear Regression test as follows:

$$\hat{Y} = 4.1996 + 0.443X_1 + 0.739X_2 + 0.735X_3 + 0.028X_4$$

3.4 Discussions

Based on the findings, it can be concluded that the hypothesis of the study was significant. From coefficient scores of all 4 independent variables, principals' performance (X_2) gave the most contribution towards quality of schools' services then followed by Education office's role (X_1), teachers' performance (X_3), and society's participation (X_4). The explanation of each variables can be seen in the following points:

3.4.1. The Effects of the Role of Educational Services on the Quality of Schools' Services

The effects of the role of educational services on the quality of school's services was significantly at $\alpha = 5\%$. This effect was described by coefficient of determination at 44.3%, in other words 55.7% is not explained. This result showed similar with nispar explained to influence the same aspect as it gives second big influences towards quality of schools' services. In this variable, the role of Educational Service was the most influencing dimension. From the results of t-test, this variable also positively and significantly influenced the quality of schools' services in which it tcal was 2.005 and higher than 1,960 of the t-table.

Office of Educational Service in the district always actively improves the quality of education in all fields, and one of them is by delegating management authority in *school-based quality improvement* (it called Manajemen Peningkatan Mutu Berbasis Sekolah or MPMBS); so that schools will be able to participate actively in the improvement of schools' quality such as by socializing MPMBS to Education Office and schools, helping schools to plan, prepare, monitor and evaluate any programs to improve schools' quality.

Office of Educational Services keeps improving their ability and professionalism for education quality improvement; improving Elementary and Secondary education, fulfilling teaching learning needs and providing new schools units. It performs its functions well starting from principals' coaching, Office of Educational Service personals' and principals' turnover. In the area of education development, even it is already good enough but some points still need attention such as academic qualification of principals and teachers that must be in the bachelor degree at least (based on Constitution of National Education System). 7.69% principals and 29% teachers are below this degree.

Office of Educational Service contributes in the improvement of Elementary Education quality services by renovating schools' building, equipping schools' facilities and participating in continued coaching to all teachers and principals in South Tangerang; giving training, curriculum workshop, supervising and evaluating teaching and learning process, giving pre-knowledge to teachers before National Examination (for example: discussing graduate competence standard and or designing questions) which are in line with decentralized education.

3.4.2 The Effects of School Principals' Performance on the Quality of Schools' Services

The effects of school principals' performance on the quality of school's services was significantly at $\alpha = 5\%$. This effect was described by coefficient of determination at 73.9%, in other words 26.1% is not explained. This result showed similar with nispar explained to influence the same aspect as it gives most contribution towards quality of schools' services. From the results of t-test, this variable also positively and significantly influenced the quality of schools' services in which it teal was 9.459 and higher than 1,960 of the t-table.

Input is always be needed along the process of education. In its process, education changes something becomes something different by integrating schools' input in order to create an enjoyable learning, to encourage learning interests, and to qualify the students. Output in education is schools' efforts that can be measured from its quality, effectivity, productivity, efficiency, innovation, and work moral.

Supervision function of Elementary Schools' Principals in South Tangerang is categorized good. The principals encourage their teachers, staff and students to be confident and highly motivated in their roles. Besides, the principals also lead, guide, motivate those teachers, staff and students to do their best and to contribute in achieving schools' goals. Principals may not force their willing to teachers, staff and students.

In the education area, principal is one of the most influencing components to improve the quality of education. In article 12 clause 1 Government Rules no 28/1999, it is said that principals are responsible for all implementation of education, schools' administration, teachers' professional development and schools' facilities maintenance. Nowadays, education paradigm gives principals wide authorities to make any development based on the availability of the sources.

There are five (5) dimensions of components that should be owned by principals as they are stipulated in National Education Minister's Regulation No. 13/2007 about the Standard Competence of the Principles: (a) personalities competence, (b) managerial competence, (c) entrepreneurship competence, (d) supervision competence, and (e) social competence. In the perspectives of National Education Department (2006) policy, a principal plays 7 roles as follows: (1) educator; (2) manager; (3) administrator; (4) supervisor; (5) leader; (6) work atmosphere creator; and (7) entrepreneur.

Danim (2002) in his book "New Vision of School Management", 'performance' can be shown by persons such as teachers, school principals or school supervisor and or by a certain unit or organization such as schools, education institution, courses, etc. Refers to this then 'performance' can be defined as an achievement achieved by someone or one organization based on their job description and responsibilities in order to reach the objectives of the organization. And in this study, what the researcher meant by 'principals' performance' is the achievement achieved by schools principals in handling their main duties and responsibilities in managing the schools. That achievement reflects their competency. It means that the achievement of schools principals are concrete, real, can be seen and can be measured both qualitatively and quantitatively.

3.4.3 The Effects of Teachers' Performance on the Quality of Schools' Services

The effects of teachers' performance on the quality of school's services was significantly at $\alpha = 5\%$. This effect was described by coefficient of determination at 73.5%, in other words 26.5% is not explained. This result showed similar with nispar explained to influence the same aspect as it gives second big influences towards quality of schools'services. This variable was the smallest variable contributed on the quality of schools' services. From the results of t-test, this variable also positively and significantly influenced the quality of schools' services in which it teal was 8.905 and higher than 1,960 of the t-table.

In teachers' and lecturers' Constitution no. 14/2005, teachers are defined as professional educators who have main job to educate, lead, guide, train, assess and evaluate the learners in early childhood education, formal education, elementary and secondary levels.

As an educator, a teacher is the main key point of education success at school. A teacher has main jobs to give education (cognitive), attitude/value (affective) and skill (psychomotor) to the learners. According to Constitution No. 2/1989 about national education system, teachers are also education staff responsible for guiding, teaching and or training the learners.

Mulyasa (2006) gives his best ideas that "teachers' performance refer to what teachers have done in their jobs rather than what they are going to do (or in short, how competent they are). The performance of a teacher are really affected by his/her working environment depending on his/her competency and how he/she applies it". While according to Nawawi (2000), "teachers' performance deals with personal competence, professional competence and social competence. These competencies do not deal with basic competencies of educative and administrative techniques".

3.4.4 The Effects of Society's Participation towards Quality of Schools' Services

The effects of society's participation on the quality of school's services was significantly at $\alpha = 5\%$. This effect was described by coefficient of determination at 2.8%, in other words 97.2% is not explained. This result showed similar with nispar explained to influence the same aspect even it was the smallest variable among those other in influencing the quality of schools'services. From

the results of t-test, this variable also positively and significantly influenced the quality of schools' services in which it tcal was 2.008 and higher than 1,960 of the t-table.

According to Sunarto (2004:190), "Society participation is the involvement of society voluntarily and out of government's authorities. The 'participation' of someone needs an appropriate place and should be accommodated well in order to motivate the participants actively participate. Arnstein (1969) was firstly defined "participation strategy" which is based on power delegation between society and government. Further, Arnstein identified society participation with power (citizen participation is citizen power) and he proposed a metaphor of participation stages in which each stages.

The lowest variable contributes to the dependent variable of this study is the condition without participation (non participation), which covers: (1) manipulation and (2) therapy. These two are then followed by (3) informing, (4) consultation, and (5) placation, in which these three stages are classified in the degree of tokenism. In this stage, tokenism can be meant as a superficial effort which shallow and or a symbolic action to achieve a goal. So, it is not a serious effort to involve the society as it supposed to be. The next stages are (6) partnership, (7) delegated power and (8) citizen control.

3.4.5 The Effects of Educational Service's Role, School Principals' Performance, Teachers' Performance, and Society's Participation on Quality of Schools Services

The term 'quality' means a service which is needed by students in all sectors. To serve students is one of schools' functions and duties. Nisjar (2000:123) gives his best ideas related to any characters adhered by a service giver:

- a. Service procedure should be easy to understand and to do so that this will be effective (in terms of time consuming)
- b. Service should be clear and definite to customers.
- c. Service should be effective and efficient.
- d. Service should be quick and on schedule.
- e. Service should easy to access so that the society will always get any information.
- f. Service should uphold the philosophy of "Customer is kind and customer is always right" in both technical and administrative aspects.

Since the services at schools are given to students, the service should be qualified. There are 5 (five) dimensions of quality assessment proposed by Parasuraman et.al (2005:24) as follows:

- a. Tangibles: covers physical facilities, equipment, teachers and communication facilities.
- b. Reliability: the ability to give service which is quick, accurate and satisfactorily.
- c. Responsiveness; covers a perceptive service to customers
- d. Assurance: covers knowledge, ability, politeness, trusted, free from dangers, risks and doubts.
- e. Empathy: covers a service which is easy to contact, good communication, care and understand what customers' needs.

At the collective analysis level, the study also showed that all four variables give significant influences toward the quality of schools services in South Tangerang. The Coefficient determination (R^2) of these influences was 0.801 It showed that 80.1% various qualities of schools were affected by the educational service's role, school principals' performance, teachers' performance, and society's participation while the rest of 19.9% were caused by other factors.

The recapitulation of beta coefficient values was classified into three factors; main factor, supporting factor, and additional factor. The main factor influenced quality of schools service was principals' performance variable with 0.437 coefficient value. Teachers' performance as the supporting factor gained 0.434 coefficient value. The other two variables; society's participation and the role of educational office services, the additional factors, gained 0.049 and 0.068 coefficient values.

Principals Performance was the main factor in the quality of schools services. As a stakeholder, a principal is the leader of a school who runs and controls all the education process. The principals should responsible on all services' qualities of the schools. Principals work together with teachers, staff, and society to achieve best quality of schools. As the supporting factor in the quality of schools service, teachers' performance plays a major role in the teaching and learning process of a school. All principals' works and programs cannot be implemented without teachers. Good performance of teachers creates a dynamic teaching and learning process which means schools service will also be qualified.

After teachers' performance, society's participation was another supporting factor. It cannot be denied that schools give service in education to society. But, society is also responsible to contribute in schools education process either in finance, thoughts, ideas, and others. Some activities in which the society can involve are such as; donation (for education building and area, etc) and technical education process (as teachers, discuss the curriculum implementation and learning progress).

As it is outlined in school-based management, society's involvement is aimed to build good cooperation among society, principals, teachers, and all administration staff. School Development Plan is collaboratively designed in order to improve education quality of the schools. All programs are planned based on schools' budget transparently published by schools and managed by schools committee well.

Compared to the other three variables in the quality of schools service, roles of South Tangerang office of educational service is not that significant, may be because this institution is still new, founded 4 years ago. In the future, it is hoped that Office of Educational Service will take more roles in the efforts to improve quality of schools' services. Teachers who are not in bachelor degree expect that this Institution will provide scholarship to continue their studies. By doing so, it is hoped that quality of schools

services will be supported well by teachers' academic qualifications. Teachers also expects that Educational Service Office runs in-house-training related to curriculum development and questions prediction in national examination. They still find difficulties to deal with graduate competence standard since they have no guidance yet.

The supply of schools facilities are required also by principals, teachers, and society. The improvement of schools facilities will give good impact to the quality of schools services. The libraries with 'active, creative, effective and fun learning-based (it is abbreviated as *PAKEM – Pembelajaran Aktif, Kreatif, Efektif dan Menyenangkan*) should not be neglected by Educational Service Office. The integration of specific instructional objective in curriculum is failed because of the limitation of facilities and human resources. Teachers' promotion is also limited by strict rules of Classroom Action Research knowledge, in which this research is a compulsory requirement for teachers to get their certification from the government.

In the process to reach an integrated qualified school, it is expected that principals, school committee, teachers, staff, students and school's community have the same perception toward schools' vision and mission in which to serve all components involved well; teachers, staff, students, students' parents, society, government, higher education and business world.

All these components should work together based on education's quality standard which consider education as a system that needs a continues development. As a system at school, education consists of interrelated subsystems and affects each other to achieve its goals. The sub-systems in education are: curriculum and learning, organization and institution, management and administration, staffing, students, funding, facilities, participation of society and schools' culture.

IV. CONCLUSION AND RECOMMENDATIONS

4.1 Conclusion

Having gathered all results of the research, the writer draws several conclusions; first, there are positive and significant influences of Office of Educational Service' roles in terms of key figure, power transformation, actor, structure design, and public accountability, job-sharing, legal aspects, authority, independently, head of region, government staff reconciliation, and education quality improvement.

Second, principals' performance also contributes high in the quality of schools services in terms of teachers' professionalism, ability and skill, discipline in learning, personality's management, schools' program control, facilities development, teachers' administration, curriculum, finance, schools staff, clinical supervision, creativity and personality. It also means that principals performance plays good role towards the quality of schools services.

Third, the roles of teachers' performance in the quality of schools services are also contributive. Teachers understand students' characters and competence, learning theories, learning strategies, ICT application in learning process, good communication skill, responsible, lovable, master the essence of learning, teaching materials and planning the lessons.

Forth, positive influences of society's participation towards quality of schools services are in terms of making decision, implementing the activities, contributing ideas and thoughts, achieving objectives, identifying, evaluating, responsiveness and developing all schools programs which represent positive and significant influences.

Fifth, the roles of Office of Educational Services, principals' performance, teachers' performance, and society's participation work integrated towards the quality of schools services in South Tangerang. The influences cover ability, responsiveness, empathy and service. Besides, schools' output covers achievement target, control and quality improvement.

4.2 Recommendations

Having conducted the research, the researcher would like to propose some suggestions as follows:

1. In terms of supervision, principals as top managers are expected to find any weakness at schools.
2. Teachers are expected to find several ways to overcome those weaknesses.
3. Society needs to actively participate in controlling the process of education at schools as the indicators to improve its quality.
4. Principals are also expected to give good influence in the process of planning, organizing, actuating, and controlling of maximum achievement of the education.
5. For effective schools management and quality-based education needs a serious commitment to improve quality which is a long-term process through certain equipments and techniques.
6. The Office of Educational Services in Tangerang Selatan should concerns more in the education field in both formal and practical stages and find the best solution soon.
7. The Office of Educational Services cooperates with other components such as LPTK (educational to improve the quality of schools' services).

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