The Effect of Learning Leadership Managerial at the State of Cikande Elementary School

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Abstract : This study purpose is determined how to describe or provide an overview and relationship between learning leadership managerial at the state of Cikande Elementary School. The research method use a descriptive correlational research. It reveals whether there is a relationship between various variables based on the size of the correlation coefficient. The data obtained in the form of descriptive and numerical processing using statistical methods used and then interpreted. In this study, the population or research targets were all teachers at State Elementary Schools in Cikande District, Serang Regency. Based on data from the Department of Education and Culture of Serang Regency, there are 32 public elementary schools in the education sector, consisting of 306 teachers. The sample size calculation uses a table developed. From this calculation, 171 samples were obtained. The total population of 464 and the sampling technique used is proportional random sampling. This study uses SEM analysis tools using the Lisrel program. The methodologically of the research design is causal and simultaneous, has a relatively complicated relationship, so testing using this method is to be able to test what the objectives of this study are.The result show the managerial ability of the principal affects the quality of the school, learning leadership affects school quality and the feasibility of the facilities affects the quality of the school.

Keyword: Learning leadership, Managerial, Elementary School

INTRODUCTION

The One way to improve teaching and learning standards is to improve the management ability of principals from various aspects (Guru & Al-Hilal, 2022). The key element is the education component that has a role to play in improving the quality of education The Quality has various meanings. The concept of quality is views quality as seen from the absolute and relative concept (Obidovna, 2022). It is stated that Quality as an absolute concept, in the absolute definition things which exhibit quality are of the highest possible standard which cannot be surpassed. The relative concept of quality. The relative definition of quality has two aspects to it. The first is measuring up to specification. The

second is meeting customer requirements". In an absolute definition, something of quality is part of a very high standard that cannot be surpassed. The relative definition of quality has two aspects. The first is conforming to specifications, the second is meeting customer needs.

In this case, a quality school as an educational community requires a leader who is able to take advantage of all the potential contained in the school in achieving the school's vision and mission. The principal here always represents the form of the school. The role of the principal is not only as an accumulator that collects teachers, staff, and students, but a managerial conception that is full of responsibility for their respective contributions to the achievement of effectiveness and efficiency (Varriale, Briganti, Volpe, & Ferrara, 2023). As many as 88.8 percent of schools in Indonesia ranging from elementary to high school / vocational school have not met the quality of minimum service standards. In Basic Education until now, education services ranging from teachers, school buildings, library and laboratory facilities, textbooks and enrichment as well as reference books are minimal. At the elementary school (SD) level, only 3.29 percent of the 146,904 are included in the national standard school category, 51.71 percent are in the minimum standard category and 44.84 percent are below the education standard.

In the results of observations regarding the condition of State Elementary Schools in Cikande District, Serang Regency, Banten Province, the authors observe that the quality of schools is not optimal. This fact is based on the accreditation score achieved by the school. The National Accreditation Board is an institution that has competence in conducting quality assurance and accreditation processes. Accreditation scores from 32 public elementary schools in Cikande District were 13 schools accredited A, 18 schools accredited B, and 1 school not yet accredited. From these data, it can be seen how far the quality of education has been achieved by State Elementary Schools in Cikande District, Serang Regency. Most of the school's accreditation scores are still around the "Good" B accreditation score of 59.4%. Meanwhile, 40.6% of schools with A value of accreditation are "Excellent", while the requirement to be a quality school is that the accreditation score must be A "Excellent". In this case, proper management is needed so that the quality improvement of State Elementary Schools in Cikande District, Serang Regency can be optimal. In the initial observations related to the condition of State Elementary Schools in Cikande District, Serang Regency, Banten Province, the authors observed that the quality of schools was not optimal. This fact is based on the accreditation score achieved by the school. The National Accreditation Board is an institution that has competence in conducting quality assurance and accreditation

processes. Accreditation scores from 32 public elementary schools in Cikande District were 13 schools accredited A, 18 schools accredited B, and 1 school not yet accredited.

The principals play an important role in improving the quality of schools; principals must have good intentions in improving the quality of education in their schools. The ability of a principal in managing all school activities will have an impact on the quality of his school. The principal abilities that are important in improving the quality of education are managerial and learning leadership abilities. Through observations and interviews with school supervisors and several teachers, it appears that the current condition of the principal's managerial and learning leadership abilities is that the principal has not been entirely able to carry out the supervisory function properly, is still limited to formality supervision, efforts to improve and improve school quality. The ability of the principal in carrying out the right strategy in improving the quality of the school is also considered not so high.

RESEARCH METHODS

This research used a descriptive correlational research, because it reveals whether there is a relationship between various variables based on the size of the correlation coefficient. The data obtained in the form of descriptive and numerical processing using statistical methods used and then interpreted. The research that uses a correlational quantitative approach aims to investigate the extent to which variations in a variable are related to variations in one or more other variables, based on the correlation coefficient (Mubarok, Dinangsit, & Lengkana, 2022). This quantitative correlational research was conducted to determine the relationship between the managerial competence of the principal, learning leadership and the feasibility of facilities with the quality of State Elementary Schools in Cikande District. The research was conducted at a public elementary school in Cikande District, Serang Regency, Banten Province. This public elementary school was chosen in Cikande District, Serang Regency because the quality of public elementary schools is not yet optimal. In addition to the place that is easily accessible to be used as a place of research, it is also easier to access various purposes needed in research.

The population of research targets were all teachers at State Elementary Schools in Cikande District, Serang Regency. Based on data from the Department of Education and Culture of Serang Regency, there are 32 public elementary schools in the education sector, consisting of 306 teachers. The sample size calculation uses a table developed by Isaac and Michael (Larosa, Gani, & Mbakwa, 2022). From this calculation, 171 samples were obtained.

Based on the total population of 464, the sampling technique used is proportional random sampling. According to the calculation results, the determination of the sample is 171 respondents. So, it is necessary to have a minimum representative sample to be analyzed, which is a minimum of 171 respondents. This research uses a questionnaire to measure the principal's managerial competence, learning leadership, facility feasibility, and the school quality (Bagobiri, 2022). The instrument developed will be tested for the validity and reliability of the instrument before being distributed to the field. Tests of validity and reliability were carried out on 30 teachers who were processed using Excel or SPSS.

RESULTS AND DISCUSSION

The School quality can mean: 1) Quality includes efforts to meet or exceed customer expectations; 2) Quality includes products, services, people, processes, and the environment; 3) Quality is an ever-changing condition (what is considered quality today may be considered less quality at other times); and 4). Quality is a dynamic condition associated with products, services, people, processes, and the environment that meet or exceed expectations. The School quality can be measured through school quality, curriculum quality, learning process quality, and the quality of educators & education staff. In this case, the quality of graduates can be seen from the integration of attitudes and behavior, development of knowledge and skills, and sustainability to the junior high school level. Curriculum quality can be related to conformity with the national curriculum, curriculum relevance to community demands, and curriculum updating. The quality of the learning process refers to Student-centered learning, the suitability of the learning schedule, and learning assessment feedback. Finally, the quality of educators and education personnel is related to suitability with educational qualifications, teacher professionalism and opportunities for self-development. This research aims to examine in depth whether there is a relationship between the managerial competence of school principals, learning leadership, and the feasibility of facilities with the quality of public elementary schools in Cikande District.

This research was conducted on teachers at 32 public elementary schools in Cikande District, Serang Regency, Banten Province with a total population of 308. Then through random sampling technique, 171 samples were obtained in this study. Based on the results of the study of testing on the variable School Quality (Y): the dependent variable, Managerial Competence ($X1$): the first independent variable, Learning Leadership ($X2$): the second independent variable, and Feasibility of Facilities ($X3$): the third independent variable the

results. Based on the test results show it was found that the value of Sig. (2-tailed) is 0.000 which is less than 0.05. So according to the decision-making criteria it can be concluded that there is a significant relationship between managerial competence and the school quality. As discussed by researchers that the quality of an organization, schools take input from the environment (input), change or process it (process), and produce results (output). These three factors are interconnected and influence each other in achieving school quality. The School quality will be achieved when the school as an organization carries out all school programs in an effectively organized and integrated system (Hoy and Miskel, 2013).

The Principal as the legal role manager for developing staff, curriculum, and implementation of education in his school. An effective school principal is a school principal who is capable of working with teachers and staff, and is capable of controlling budget management, staff development, curriculum development, pedagogy, and assessment (Syakir, 2018). Furthermore, it is known that the Correlation Coefficient (correlation coefficient) is 0.844, which means that there is a very strong relationship between managerial ability and school quality. In addition, the value of the resulting correlation coefficient is positive, which means that the nature of the relationship between managerial competence and the school quality is one way where if managerial competence increases, school quality is also increase, and vice versa. This finding is supported by Bustan et al. (2013: 1-16) conducted research with the title "Duties of the Principal as an Educator and Leader in Elementary Schools". The results of this study indicate that the achievement of quality and educational goals is very dependent on the ability and wisdom of the principal's leadership in managing all resources to achieve school goals.

Managerial competence also is an important factor in developing various organizational strategies, including educational institutions such as schools. All of this is done to achieve institutional goals and improve performance, in terms of competitiveness or providing superior services. The measurement of the principal's managerial ability can be seen from four aspects, namely (1) technical competence, (2) conceptual competence, and (3) human competence. The following table presents a research grid on the relationship between the managerial ability of school principals and the quality of public elementary schools in Cikande District. The measurement of the principal's managerial ability can be seen from three aspects, namely (1) technical competence, (2) conceptual competence, and (3) human competence (Northouse, 2017). Technical competence is the knowledge possessed to carry

out certain activities or fields. Conceptual competence is the ability to work with new ideas. Human competence is the ability to cooperate with other people.

Learning or instructional leadership is also known as educational leadership, which has been the dominant model for principals' leadership since the 1980s until now. This leadership model generally focuses on teacher behavior when the teacher is involved in activities that can directly affect student development. Principal learning leadership can be divided into four categories, namely (1) Academic; (2) Administrative, (3) Managerial, and (4) Educational. In this case, academics place more emphasis on tasks and individuals, administratively more on tasks and institutions, managerial more on human and institutional relations, and education more on human and individual relations. The following table presents a research grid on the relationship between learning leadership and the quality of public elementary schools in Cikande District

The Facilities are inputs, so that the learning process can run as it should. The assuming that educational institutions already have adequate infrastructure for offices and classrooms (including libraries, laboratories, workshops, data centers, etc.), it is necessary to have certain priorities in the maintenance strategy of these various facilities. The Feasibility of facilities consists of (1) Feasibility of school buildings, 2) Quantity and quality of classrooms, 3) Feasibility of libraries, 4) Functionalities of classroom and laboratory facilities, and 5) Optimization of media/aids. The following table presents a research grid on the relationship between the feasibility of facilities and the quality of public elementary schools in Cikande District.

	N	Minimum	Maximum	Mean	Std. Deviation
Managerial Competence	171	55,00	124,00	105,9357	13,84330
Learning Leadrship	171	31,00	72,00	60,9766	8,49356
Facility eligibility	171	54,00	104,00	83,5205	11,28473
The school quality	171	81,00	136,00	116,0702	12,36817

The table shows that in general on the managerial competence variable of the principal of 171 respondents, the lowest score is 55.00, the maximum value is 124.00, the mean is 105.9357 and Std. Deviations 13.84330. Furthermore, the learning leadership variable is 171 respondents, the lowest value is 31.00, the maximum value is 72.00, the mean is 60.9766 and Std. Deviations 8.49356. Meanwhile, the feasibility variable for the facility has the lowest value of 54.00, the maximum value of 104.00, the mean of 83.5205 and Std. Deviation 11.28473 and the school quality variable has the lowest value of 81.00, the maximum value of 136.00, the mean of 116.0702 and Std. Deviations 12.36817.

At this stage, it is related to the formation of an initial structural equation model, prior to estimation. This initial model is formulated based on a theory or previous research. The specification of the research model, which represents the problem under study, is important in SEM. The analysis will not begin until the research specifies a model that shows the relationship between the variables to be analyzed (Hair & Alamer, 2022). The steps are as follows:

1. Identification

This stage deals with the study of the possibility of obtaining a unique value for each parameter in the model and the possibility of simultaneous equations (Herrera, Marazuela, & Hofmann, 2022). In the estimation stage, to find a solution to the simultaneous equation that represents the specified model, it is necessary to first check the identification of the simultaneous equation. Broadly speaking, there are 3 categories of identification in the simultaneous equation, namely: 1) under-identified model is a model with the estimated number of parameters greater than the number of known data (the data is the variance and covariance of the observed variables); 2) just-identified model is a model with the number of estimated parameters equal to the known data, 3) over-identified model is a model with the number of parameters estimated to be less than the number of known data.

2. Estimation

At this stage, it is related to the estimation of the model to generate parameter values using one of the available estimation methods (Wang et al., 2022). The choice of the estimation method used is often determined based on the characteristics of the analyzed variables. In this study, the identification of the model is over-identified, so the next step is to estimate to obtain the value of the parameters in the model. In doing the estimation, the writer tries to get the value of the parameters (β), so that the covariance matrix derived from the model (model implied covariance matrix) (Φ) is as close as possible or equal to the population covariance matrix of the observed variables. The most widely used estimator in SEM is the Maximum Likelihood Estimator (MLE).

3. Test fit (Testing Fit)

At this stage it relates to testing the fit between the model and the data. Several criteria for the measure of fit or Goodness Of Fit (GOF) can be used to carry out this step. According to Hair et.al (1998) evaluation of the level of suitability of the data with the model is carried out in several stages, namely:

The first stage of the fit test is shown to evaluate in general the degree of fit or Goodness Of Fit (GOF) between the data and the model. Assessing the GOF of an SEM as a whole (overall) cannot be done directly as in other multivariate techniques. SEM does not have a single statistical test that best describes the predictive "Power" of the model. Instead, researchers have developed several GOF or Goodness Of Fit Indices (GOFI) measures that can be used together or in combination. The use of combination measures can be used to assess the suitability of the model from 3 points of view, namely: overall fit, comparative fit to base model, and parsimony model. The grouped the existing GOFI into 3 parts, namely: absolute fit measures (absolute fit measure), incremental fit measures (incremental fit measure) and parsimonious fit measures (Parsimony Fit Measure) (Hidayat & Wulandari, 2022).

The absolute fit measure determines the degree of prediction of the overall model (structural and measurement models) to the correlation and covariance matrices. The incremental fit measure compares the proposed model with the baseline model which is often referred to as the null model or independent model. The basic model or null model is a model in which all variables in the model are independent of each other (or all correlations between variables are zero) and most restricted (Knežević, Lazarević, Bosnjak, & Keller, 2022). This null model is the model with the worst fit of the data model ("wort fit"). If at one end of the suitability continuum, we have an independence/null model, then at the other end of the continuum we have a saturated model (the saturation model). Saturated model is a model with the number of estimated parameters equal to the number of known data. In other words, the degree of freedom of the model is zero, and this means that the saturation has the best fit of the model – the data or the "Best Fit".

Models with relatively few parameters (and relatively many degrees of freedom) are often referred to as models that have high parsimony or economy (Giglio, Kelly, & Xiu, 2022). Meanwhile, a model with many parameters (and a few degrees of freedom) can be said to be a complex model and lack parsimony. The measure of parsimony fit relates the model's GOF to the number of parameters estimated, i.e. required to achieve a fit at that level. In this case parsimony can be defined as obtaining the highest degree of fit for each degree of freedom. Thus, the higher the parsimony the better. This measure is shown to diagnose whether model fit has been achieved through "Overfitting" data with too many parameters. This procedure is similar to the "Adjustment" of R2 in multiple regressions. Since there are no statistical tests for these measures, their use is limited to comparisons between models. This

measure contains measures that represent the perspective of the parsimony model mentioned earlier.

The size of the fit outside the three categories above, one of which is Hoelter's (1983) "critical N" or CN is the largest sample size that can be used to accept the hypothesis that the model is correct. Hoelter's CN was used to estimate a sample size sufficient to produce a model fit for a 2 test (Davidson et al., 2022). Hoelter proposed that the value of CN≥200 is an indication that a good or satisfactory match was achieved (Davidson et al., 2022). The Evaluation is carried out on each construct or measurement model (the relationship between a latent variable and several observed variables/indicators) separately through: 1) Evaluation of the validity (validity) of the measurement model. 2) Evaluation of the reliability of the measurement model. Validity relates to whether a variable measures what it is supposed to measure. Although the validity can never be proven, but the support towards the proof is developed. Traditionally, validity can be divided into four types: content validity, criterion validity, construct validity, and convergent and discriminant validity. Although in different ways, each type attempts to show whether a measure is related to a concept.

Reliability is the consistency of a measurement. High reliability indicates that the indicators have high consistency in measuring the latent construct. In general, the techniques for estimating reliability are test-retest, alternative forms, split-halves, and Cronbach's alpha which use the fewest assumptions. However, alpha will give an underestimation if it is used to estimate the reliability of a congeneric measure (Senan & Sulphey, 2022). Based on this, to measure reliability will be used: composite reliability measure (composite reliability measure) and variance extracted measure (variant extract size).

Evaluation or analysis of the structural model includes checking the significance of the estimated coefficients. The SEM and LISREL methods not only provide the estimated coefficients but also the t-count values for each coefficient. By specifying the level of significance (usually = 0.05), then each coefficient that represents the hypothesized causal relationship can be tested for statistical significance. Evaluation of the standard solution in which all coefficients have the same variance and the maximum value is 1. These coefficients are similar to the beta coefficients in multiple regression, i.e. a coefficient value close to zero indicates a smaller effect. An increase in the value of this coefficient is associated with an increase in the importance of the variable in question in a causal relationship. As a comprehensive measure of the structural equation, the overall coefficient of determination (R2) is calculated as in multiple regressions.

Respecification is a step after the suitability test is carried out. The implementation of the respecification is highly dependent on the modeling strategy to be used. There are 3 modeling strategies that can be chosen in SEM, namely: 1) Confirmatory modeling strategy or strictly confirmatory/SC. In this modeling strategy, a single model is formulated or specified, and then empirical data is collected to test its significance. This test will result in an acceptance or rejection of the model. This strategy does not require respecification. 2) Competitive models strategy or competing models strategy or alternative/competing models/AM.

In this modeling strategy several alternative models are specified and based on analysis: 1) Against a group of empirical data, one of the most suitable models is selected. In this strategy, respecification is only needed if alternative models are developed from several existing models. 2) Strategy development model or model development strategy or model generating/MG. In this modeling strategy an initial model is specified and empirical data are collected. If the initial model does not match the existing empirical data, then the model is modified and tested in this process with the aim of finding a model that not only fits the data well, but also has the property that each parameter can be interpreted well. Respecification of the model can be done on a theory-driven or data-driven basis, however re-specification based on theory-driven is recommended (Hidayat & Wulandari, 2022).

To achieve superior school quality, it requires the role of a school principal who has the ability to carry out his roles as a school principal, including the role of the principal as a leader, one of whose duties is as a learning leader. This is supported by research conducted by Nurtanio Agus Purwanto (2018: 76-80). High quality schools need a high quality learning leader who is capable of carrying out a school organizational culture that is focused on learning activities so that the learning process can run well to achieve the learning objectives that have been set. Learning leadership skills that are supported by managerial competence to regulate the course of the school organizational structure supported by other factors such as the availability of adequate facilities and infrastructure to support the learning process will support the realization of high quality schools.

CONCLUSION

Based on the description and discussion, it is concluded that there is a relationship between the managerial competence of school principals, learning leadership, and the feasibility of facilities with the quality of public elementary schools. Based on the test results it is known

that the value of Sig. (2-tailed) is 0.000 which is less than 0.05. Thus it can be concluded that there is a significant relationship between managerial competence and school quality. Furthermore, it is known that the correlation coefficient is 0.844, which means that there is a very strong relationship between managerial competence and school quality. From the test results it is known that the value of Sig. (2-tailed) is 0.000 which is less than 0.05. This shows that there is a significant relationship between learning leadership and school quality. Furthermore, based on the results of the Correlation Coefficient (Correlation Coefficient) of 0.778, it means that there is a strong influence between Learning Leadership and School Quality. Based on the test results it is known that the value of Sig. (2-tailed) is 0.000 which is less than 0.05. So based on the decision-making criteria it can be concluded that there is a significant influence between the adequacy of the facilities and the quality of the school. Furthermore, it is known that the Correlation Coefficient (Correlation Coefficient) is 0.608, which means that there is a strong influence between the adequacy of the facilities and the quality of the school. Furthermore, it can be seen that the value of Sig. F Change of 0.000 which means less than 0.05, so it can be concluded that there is a significant relationship between the variables of managerial competency, learning leadership, and the feasibility of facilities simultaneously with school quality. The magnitude of the correlation coefficient, namely R = 0.837, indicates that the influence is very strong and is one-way. This shows that to improve the quality of schools can be through increasing managerial competence, learning leadership, and the feasibility of facilities. In addition, it can be seen that the value of $R^2 = 0.700$ means that 70% of the diversity in school quality values is formed by the three research variables, namely managerial competence, learning leadership, and facility feasibility.

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