

The Contribution of Principal Leadership and School Culture to the Implementation of School-Based Management in Padang City Public Junior High School

Irsyad Irsyad¹⁾, Nafisah Nafisah^{2*)}, Sulastri Sulastri³⁾, Syahril Syahril⁴⁾
^{1,2,3,4)}Educational Administration, Universitas Negeri Padang

*Corresponding Author
Email: irsvad@fip.unp.ac.id

Abstract

Based on observations in the field, it is illustrated that the implementation of school-based management in Padang City Public Junior High Schools has not been implemented properly. This is thought to have something to do with the principal's leadership and school culture. Therefore it is necessary to do research to test the truth. This study aims to reveal the contribution of the principal's leadership and school culture to the implementation of school-based management in Padang City Public Junior High School. The hypotheses put forward in this study are: 1) the principal's leadership contributes to the implementation of school-based management, 2) school culture contributes to the implementation of school-based management, 3) the principal's leadership and school culture together contribute to the implementation of school-based management. school based. The population in this study were all 116 deputy principals of state junior high schools in Padang City. The research sample consisted of 70 people who were taken using the Proportional Stratified Random Sampling technique, taking into account the level of education and years of service. The research instrument used is the rating scale and the Likert Scale model questionnaire which has been tested for its validity and reliability. The results of the validity test showed that 3 items were dropped, in the Y variable there was one item, namely item number 12, in the X1 variable, 1 item was dropped, namely number 28 and in the X2 variable, the item that was dropped was number 16. Furthermore, the research data was analyzed using correlation techniques and regression. The results of the data analysis show that: 1) principal leadership contributes to the implementation of school-based management by 41%, 2) school culture contributes to the implementation of school-based management by 28.4%, 3) principal leadership and school culture together contributed to the implementation of school-based management by 70.3%. The achievement level of the school-based management implementation score of 83.58% is in the good category, and for school principal leadership 83.65% is in the good category while for school culture 86.24 from the ideal score is in the good category. The findings above imply that the leadership of school principals and school culture are two factors that can improve the implementation of school-based management, apart from other factors.

Keywords: *Influence; Principal Leadership; Principal Leadership; Implementation of School-Based Management*

INTRODUCTION

In an educational institution, the role of management is actually a topic of discussion that is always hot for discussion, one of the alternatives offered by the government in the decentralization program in the education sector is School-Based Management (SBM). MBS gives autonomy to schools to determine school policies in improving the quality of education.

School-based management in this case has the main objectives, namely: 1) to socialize the basic concepts of school-based quality education management especially to the community, 2) to obtain input so that management concerts can be implemented easily in accordance with the environmental conditions of Indonesia which has cultural diversity, 3) add insight knowledge of the school community and individuals who care about education, especially improving the quality of education, 4) motivating the school community to be involved in thinking about improving the quality of education, and 5) raising awareness of the school community to participate actively and dynamically in the success of improving the quality of education. (Suryosubroto, 2004)

Based on this statement, schools are given greater authority to manage education according to the potential and needs of their schools. Schools are given the freedom to manage existing resources so that independence and creativity are demanded from schools in managing education. In addition, schools establish close cooperation with the community and the government so that schools are required to have a big responsibility. This indicates the need for independent management carried out by the school through the implementation of school-based management.

Education makes a very large contribution to the progress of a nation and is a vehicle for translating constitutional messages as well as a means of building national character (Mulyasa, 2007). One of the goals of education is to prepare individuals to be able to adapt or adapt or meet the demands according to certain areas that are always changing. (Umaedi, 2014)

The right educational model in managing education to achieve these educational goals is SBM. SBM is a concept that offers autonomy to schools to improve the quality, efficiency and equity of education in order to accommodate the wishes of the local community and establish close cooperation between schools, the community and the government.

The implementation of regional autonomy as regulated in Law no. 23 of 2014 concerning Regional Government means acknowledging the existence of an autonomous region and at the same time acknowledging/handing over authority, rights and obligations to manage government affairs in certain fields from the government to the regions. It also includes various possibilities for the management and development of the education sector, in which there is a change in the management of education from a centralized to a more decentralized nature.

Decentralization is the surrender of government authority by the government to autonomous regions to regulate and manage government affairs within the system of the Unitary State of the Republic of Indonesia. As a system used in the field of government is the opposite of centralization, where some of the central government's authority is delegated to other parties to be implemented. In the context of the implementation of regional autonomy, it is emphasized that the national education system which is centralized so far does not encourage democratization and decentralization of education administration. This is because a centralized education system is admittedly unable to accommodate regional diversity, school diversity, and student diversity, and even tends to kill community participation in educational development.

School-based management is a distinctive term in the science of education management in Indonesia. This term is an actual problem that is hotly discussed by activists in the field of education, be it teachers, parents, school principals, stakeholders, education experts, and others.

School-based management focuses that the school has the right to autonomy in carrying out its school management. Especially in terms of human, financial, and material resources in schools. School-based management is a school management model that provides schools with considerable autonomy in encouraging decision-making by involving the direct participation of all school members, such as teachers, students, principals, school staff, parents and the surrounding community in an effort to improve school quality. based on national education policy.

Based on the pre-survey that the author conducted on August 9 to 12 in several Public Middle Schools in Padang City, it can be seen that the implementation of school-based management has not been optimal. This can be seen from the following phenomena: 1) Lack of management in accepting new students. This can be seen from the presence of new students who are accepted even though their age has not met the specified limit. In addition, new students are still being accepted even though they have passed the predetermined registration limit; 2) Lack of management of facilities and infrastructure managed by schools, so that school performance in the eyes of the community (stakeholders) is still lacking. This is evidenced by the existence of facilities and infrastructure that have been inventoried but the school did not inform

stakeholders. So that school stakeholders do not know about the inventory of these facilities and infrastructure. 3) There are still a number of schools that do not involve parents and the community in implementing school education. This can be proven from schools that only invite parents and the community when increasing grades/graduations in the form of meetings or gatherings only.

The phenomenon seen above is an indication of the lack of implementation of SBM as expected and this certainly cannot be allowed to continue because it will affect the achievement of the educational function/vision and mission of the school. In order to improve the implementation of school-based management, it is necessary to study in advance what factors influence or cause the implementation of school-based management not to be carried out as it should. One of the factors that has contributed to the implementation of school-based management is the leadership of the school principal, which based on the results of the author's observation, it was found that the principal in carrying out his leadership tends to display rigid behavior, and is not firm towards the rules that have been made.

In addition, there are other factors that also influence the implementation of school-based management, namely school culture. This is in accordance with the opinion of Suratmin (2019) that school culture is the dominant values supported by the school or the philosophy that guides school policies for all elements and components of the school including education stakeholders, such as how to carry out work in schools and the basic assumptions or beliefs held by school personnel. Therefore, school culture is very closely related to the implementation of school-based management.

Based on this, the authors need to conduct further research on the factors that influence the implementation of school-based management and how much the contribution of these factors is to the implementation of school-based management at SMP Negeri Kota Padang.

RESEARCH METHODS

This research uses a correlational quantitative method with the type of research "ex post facto" in which ex post facto research is an attempt to explore by not manipulating conditions. With this method is intended to investigate and analyze the factors that are suspected to be the cause of the incident. In this study, the population was all vice principals at public junior high schools in the city of Padang, 116 people. The research sample was determined using the Proportional Stratified Random Sampling technique.

RESULT AND DISCUSSION

This study uses a quantitative approach with a correlational ex-post facto research design. The research data consisted of three variables, namely school-based management implementation variable data (Y), school principal leadership variable data (X1), and school culture variable data (X2). The data is described below. The sample from the results of this study that were processed were 70 vice principals. For each variable below, the average value, standard deviation, median, mode, and frequency distribution of each variable will be presented

Results

Implementation of School Based Management

Data collection on the variable implementation of school-based management was obtained by distributing questionnaires to 70 vice principals at the Padang City Public Middle School. The school-based management implementation questionnaire that was distributed

consisted of 34 items with the highest point being 5 and the lowest point being 1. The minimum score was 34 (1 x 34) and the maximum score was 170 (5 x 34). From the respondents' answers, the lowest score was 120 and the highest score was 167.

The results of data processing obtained an average score (mean) of 142.14, a mode of 142.00, a median of 142.00 and a standard deviation of 11.264. An overview of the frequency distribution of school-based management implementation scores can be seen in the histogram graph in Figure 1.

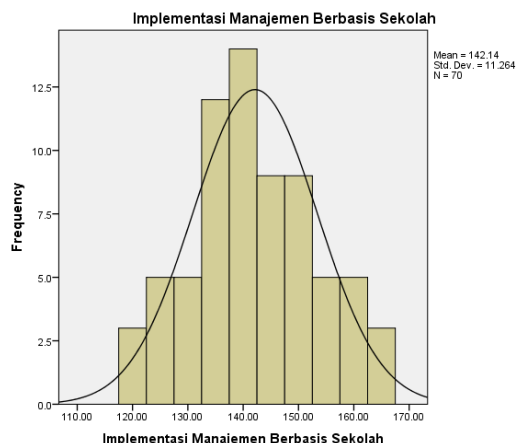


Figure 1 MBS Implementation Histogram

Furthermore, based on the results of data processing on the variable implementation of school-based management by comparing the average score with the highest score multiplied by 100%, namely 142.14 divided by 170 and multiplied by 100, a score of 83.58 was obtained. From the acquisition of this score, it can be interpreted that the school-based management implementation variable is in the "good" interpretation of the ideal score. Therefore, it can be said that the implementation of school-based management in Padang City Public Middle School is in the "good" category. Furthermore, the results of the analysis of the level of achievement of respondents for each indicator of implementation of school-based management can be seen in Table 1.

Table 1. Response Achievement Levels for Each SBM Implementation Indicator

N O	Indicator	Number of Items	Total Ideal Score	Averag e Score	% Achievement Rate	Category
1.	Participation	10	50	43.17	86.34	Good
2.	Transparency	8	40	31.23	78.07	Pretty good
3.	Accountability	10	50	41.94	83.89	Good
4.	Autonomy	6	30	25.80	86.00	Good
		34	170	142.14	83.58	Good

In Table 1 it can be seen that the highest achievement indicator score (86.34%) in the good category is participation. Furthermore, the score of the lowest achievement level indicator is the transparency indicator (78.07%) in the fairly good category. In general, the achievement score for the implementation of school-based management is 83.58% in the good category.

This shows that the implementation of school-based management in Public Middle Schools in Padang City from the aspects of 1) participation, 2) transparency, 3) accountability, and 4) autonomy, is still in the good category.

Principal Leadership

Data collection on the principal's leadership variable was obtained by distributing questionnaires to 70 deputy principals at Padang City Public Middle School. The principal leadership questionnaire distributed consisted of 33 items with the highest point being 5 and the lowest point being 1. The minimum score is 33 (1 x 33) and the maximum score is 165 (5 x 33). From the respondents' answers, the lowest score was 115 and the highest score was 161.

The results of data processing obtained an average score (mean) of 138.06, a mode of 151.00, a median of 140.00 and a standard deviation of 10.921. The difference between the mean, mode, and median scores does not exceed one standard deviation. This means that the frequency distribution of principal leadership variable scores tends to be normal. An overview of the distribution of the frequency scores of the school principal's leadership variable, can be seen in the histogram graph in Figure 2.

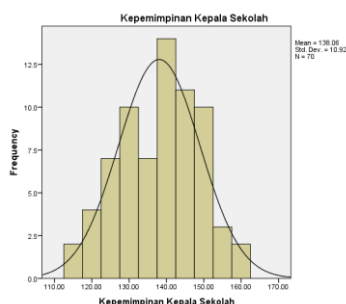


Figure 2 Principal Leadership Histogram

Furthermore, based on the results of data processing on the principal's leadership variable by comparing the average score with the highest score multiplied by 100%, namely 138.06 divided by 165 and multiplied by 100, a score of 83.67 is obtained. From the acquisition of this score, it can be interpreted that the principal's leadership variable is in the "good" interpretation of the ideal score. Therefore, it can be said that the leadership of the principal at SMP Negeri Padang City is in the "good" category. Furthermore, the results of the analysis of the level of achievement of respondents for each indicator of school principal leadership can be seen in Table 2.

Table 2. Response Achievement Levels for each Principal Leadership Indicator

No	Indicator	Number of Items	Total Ideal Score	Average Score	% Achievement Rate	Category
1.	Influence	10	50	44.13	88.26	Good
2.	move	13	65	54.54	83.91	Good
3.	motivating	10	50	39.39	78.77	Pretty good
		33	165	138.06	83.65	Good

In Table 2 it can be seen that the score for the highest level of achievement indicators (88.26%) in the "good" category is influencing. Furthermore, the score of the lowest achievement level indicator is motivating (78.77%) in the "good enough" category. In general, the achievement level of the principal's leadership score is 83.65% in the "good" category.

This shows that the leadership of the principal of a public junior high school in Padang City, seen from the aspects of 1) influencing, 2) moving, and 3) motivating, is still in the good category.

School Culture

Data collection on school culture variables was obtained by distributing questionnaires to 70 vice principals at Padang City Public Middle School. The school culture questionnaire distributed consisted of 29 items with the highest point being 5 and the lowest point being 1. The minimum score is 29 (1 x 29) and the maximum score is 145 (5 x 29). From the respondents' answers, the lowest score was 105 and the highest score was 144.

The results of data processing obtained an average score (mean) of 124.90, mode (mode) of 131.00, median of 125.00 and standard deviation of 10.077. An overview of the frequency distribution of school culture scores can be seen in the histogram graph in Figure 3.

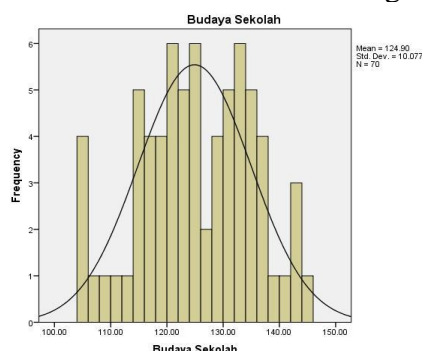


Figure 3 School Culture Histogram

Furthermore, based on the results of processing the school culture variable data by comparing the average score with the highest score multiplied by 100%, namely 124.89 divided by 145 and multiplied by 100, a score of 86.24 was obtained. From the acquisition of this score, it can be interpreted that the school culture variable is in the "good" interpretation of the ideal score. Therefore, it can be said that the school culture in Padang City Public Middle School is in the "good" category. Furthermore, the results of the analysis of the level of achievement of respondents for each indicator of school culture can be seen in Table 3.

Table 3. Level of Response Achievement for each School Culture Indicator

No	Indicator	Number of Items	Total Ideal Score	Average Score	% Achievement Rate	Category
1.	Cooperation	9	45	39.87	88.60	Good
2.	Trust	6	30	26.51	88.38	Good
3.	Honesty	6	30	26.00	86.67	Good
4.	Openness in Communication	8	40	32.51	81.29	Good
		29	145	124.89	86.24	Good

In Table 3 it can be seen that the score for the highest level of achievement indicators (88.60%) in the "good" category is cooperation. Furthermore, the score of the lowest achievement level indicator is openness in communication (81.29%) in the "good" category. In general, the level of achievement of the school culture score is 86.24% in the "good" category. This shows that the school culture in Public Middle Schools in Padang City, seen from aspects of 1) cooperation, 2) trust, 3) honesty, and 4) openness in communication, is still in the good category.

Prerequisite Analysis Test

The analysis prerequisite test was carried out to find out whether the data collected met the requirements or not to be analyzed with the planned method. Research data were analyzed using correlation and regression techniques. The use of this technique can only be done if it fulfills several requirements as stated by Sudjana. The requirements are: 1) the data comes from

a randomly selected sample, 2) the data is normally distributed, 3) the data is homogeneous, 4) the data between independent variables are independent, and 5) the regression line is linear.

Data Sourced from Randomly Obtained Samples

The random sampling procedure was carried out when selecting samples using the Proportional Stratified Random Sampling technique. Thus the first condition has been fulfilled.

Normality test

Testing the normality of the score of the teacher's pedagogic competency variable (Y), the implementation of the principal's academic supervision (X1) and the teacher's work ethic (X2) was carried out using the Kolmogorov Smirnov-Z technique (SPSS Program Version 24.00). Data can be said to be normally distributed if KS has a significance level (Asymp. Sig) > 0.05, conversely if the significance level (Asymp. Sig) < 0.05, then the data is not normally distributed.

Homogeneity Test

Testing the homogeneity of the data was carried out to determine the similarity of the variance of the dependent variable on the implementation of school-based management (Y) for each group price of the independent variables which included the leadership of the school principal (X1) and school culture (X2). To determine whether the variables were homogeneous or not, the Levene Test method was used. As a test criterion, if the significance value is > 0.05, it can be said that the variances of two or more data groups are the same.

Homogeneity test using the Levene test with the SPSS version 24.00 program by looking at the significance level value > 0.05 means that the research data comes from the same variance (homogeneous) and if the significance level value < 0.05 means the research data comes from unequal variance (non-homogeneous) .

Independent Variable Independence Test (X1) with (X2)

Another requirement test that needs to be met for correlation and regression analysis is the test of independence between independent variables, namely to ensure there is no confounding (contamination) in the contribution of each independent variable to the dependent variable. To find out the independence of these independent variables, a correlation technique was carried out with the SPSS assistance program (Version 24.00). Which is the basis for decision making 1) if the value of Sig (2-tailed) < 0.05, then there is a significant difference between the principal's leadership and school culture, whereas 2) if the value of Sig (2-tailed) > 0.05, then there is no significant difference between the principal's leadership and school culture.

Linearity Test

The last requirement is testing the independent variable regression line with the dependent variable. Testing the regression line is done to see whether the variable data on school principal leadership and school culture tend to form a linear line with respect to the implementation of school-based management variables. The decision about whether or not the regression line is linear is tested by the F test with a significance level of 0.05. If the significance value of F is greater than alpha 0.05, this means that the regression line is linear, but if the significance value of F is less than alpha 0.05, it means that the regression line is not linear.

Hypothesis testing

The first hypothesis tested in this research is "the leadership of the principal contributes to the implementation of school-based management". To find out the principal's leadership contribution to the implementation of school-based management, a simple correlation analysis is used. According to the calculation results, the correlation coefficient of the principal's leadership with the implementation of school-based management is 0.640.

The calculation results show that the correlation coefficient (r_{y1}) = 0.640 with $p = 0.000 < 0.05$. This means that there is a very significant relationship between the principal's leadership and the implementation of school-based management. The magnitude of the coefficient of

determination (r^2) is 0.410. This means that the principal's leadership contribution to the implementation of school-based management is 41%. This 41% figure is obtained by applying the formula put forward by Usman (2010) which states that the magnitude of the contribution value of an independent variable to the dependent variable can be determined by performing calculations using the following formula $KP = r^2 \times 100\%$, it can be calculated that $KP = 0.410 \times 100\% = 41\%$.

To find out whether or not the form of a predictive relationship between the leadership of the school principal and the implementation of school-based management, a simple regression analysis was carried out. According to the results of the analysis, the regression equation is obtained $\hat{Y} = 96.733 + 0.931 X_1$. This equation is then tested for significance.

The results showed that F count = 151.357 with = 0.000 < 0.05. This means that the regression equation $\hat{Y} = 96.733 + 0.931 X_1$ is significant at the 95% confidence level and can be used to predict the implementation of school-based management. Furthermore, the regression coefficient significance test was carried out.

The results of data processing show that the regression coefficient t is 12.303 and the significance level is 0.000. This means that the regression coefficient = 0.931 is significant and can be used to predict the implementation of school-based management.

The regression equation $\hat{Y} = 96.733 + 0.931 X_1$ explains that every increase in school principal leadership by 1 scale will contribute to an increase in the implementation of school-based management by 0.931 scale. Meanwhile, the value of implementing school-based management already exists at 96.733 on the scale without the principal's leadership variable. For example, suppose the principal's leadership score is worth 100 scales, then the subsequent implementation of school-based management can be predicted at $96.733 + 0.931 \times 100 = 189.833$.

After reviewing the results of the analysis above, it is believed that the research hypothesis stating "the leadership of the principal contributes to the implementation of school-based management" can be accepted at the 95% confidence level.

Furthermore, it can be interpreted that the principal's leadership factor has significant predictive power on the implementation of school-based management. The amount of the principal's leadership contribution to the implementation of school-based management in Padang City Public Middle School is 41%.

Second Hypothesis

The second hypothesis tested in this study is "school culture contributes to the implementation of school-based management". In testing this hypothesis first performed correlation analysis and then performed simple regression analysis.

The calculation results show that the correlation coefficient (r_{y2}) = 0.533 with = 0.000 < 0.05. This means that there is a very significant relationship between school culture and the implementation of school-based management. The magnitude of the coefficient of determination (r^2) is 0.284. This means that the contribution of school culture to the implementation of school-based management is 28.4%. This 28.4% figure is obtained by applying the formula proposed by Usman (2010) which states that the magnitude of the contribution value of an independent variable to the dependent variable can be determined by performing calculations using the following formula $KP = r^2 \times 100\%$, it can be calculated that $KP = 0.284 \times 100\% = 28.4\%$.

To find out whether or not the form of a predictive relationship between school culture and the implementation of school-based management, a simple regression analysis was performed. According to the results of the analysis, the regression equation is obtained $\hat{Y} = 109.330 + 0.526 X_2$.

The calculation results show that F count = 24.953 with $p = 0.000 < 0.05$. This means that the regression equation $\hat{Y} = 109.330 + 0.526 X_2$ is significant at the 95% confidence level and can be used to predict the implementation of school-based management.

Furthermore, the significance test of the regression coefficient was carried out, it can be seen that the price of the regression coefficient t is 4.995 and the significance level is 0.000. This means that the regression coefficient = 0.526 is significant and can be used to predict the implementation of school-based management.

The regression equation $\hat{Y} = 109.330 + 0.526 X_2$ explains that every increase in school culture by 1 scale will contribute to an increase in the implementation of school-based management by 0.526 scale. Meanwhile, the value of implementing school-based management is 109,330 on a scale without school culture. For example, suppose the school's culture score is worth 100 scales, then the subsequent implementation of school-based management can be predicted at $109.330 + 0.526 \times 100 = 161.93$

After reviewing the results of the analysis above, it is believed that the research hypothesis stating "school culture contributes to the implementation of school-based management" can be accepted at the 95% confidence level.

Furthermore, it can be interpreted that school cultural factors have significant predictive power on the implementation of school-based management. The magnitude of the contribution of school culture to the implementation of school-based management in Padang City Public Middle School is 28.4%.

Third Hypothesis

The third hypothesis tested in this study is that the principal's leadership and school culture together contribute to the implementation of school-based management. To test this hypothesis is done by multiple correlation analysis. After being analyzed, the multiple correlation coefficient obtained by the principal's leadership and school culture together with the implementation of school-based management is 0.896.

The calculation results show that the correlation coefficient ($R_{y1.2}$) = 0.896 with $p = 0.000 < 0.05$ and the coefficient of determination is 0.703. This means that the contribution of the principal's leadership and school culture together to the implementation of school-based management is 70.3%. This 70.3% figure is obtained by applying the formula proposed by Usman (2010) which states that the magnitude of the contribution value of an independent variable to the dependent variable can be determined by performing calculations using the following formula $KP = r^2 \times 100\%$, it can be calculated that $KP = 0.703 \times 100\% = 70.3\%$. Thus it can be stated that the principal's leadership and school culture together have a significant relationship with the implementation of school-based management.

To find out whether or not the predictive relationship between principal leadership and school culture together with the implementation of school-based management, multiple regression analysis was performed and the regression equation was obtained $\hat{Y} = 53.145 + 0.467 X_1 + 0.791 X_2$.

The results of data processing show that F count = 126.449 with $p = 0.000 < 0.05$. This means that the regression equation $\hat{Y} = 53.145 + 0.467 X_1 + 0.791 X_2$ is very significant at the 95% confidence level and can be used to predict the implementation of school-based management. The results of data processing show that the t value of the regression coefficient for school principal leadership is 8.364 and the significance level is 0.000, while the t regression coefficient for school culture is 12.789 and the significance level is 0.000. This means that the regression coefficients of 0.467 and 0.791 are significant and can be used to predict the implementation of school-based management.

The regression equation model $\hat{Y} = 53.145 + 0.467 X_1 + 0.791 X_2$ explains that the X_1 direction coefficient is 0.467 and the X_2 direction coefficient is 0.791. This means that every

increase in school principal leadership (X1) by 1 scale will contribute to adding value to the implementation of school-based management (Y) by 0.467 scale, and improving school culture (X2) by 1 scale will contribute to adding value to the implementation of school-based management (Y) of 0.791. Previously, the value of implementing school-based management was constant at 53.145 on a scale without the influence of the two predictors. For example, suppose it is known that the principal's leadership score and school culture are each on a scale of 100, then the value of implementing school-based management can be predicted at $53.145 + 0$,

Based on the test results above, it can be concluded that the third hypothesis which reads that the principal's leadership and school culture jointly contribute to the implementation of school-based management, can be accepted at a 95% confidence level and a contribution of 70.3%. While 29.7% is determined by other factors that are not included in this study. This value is smaller than the sum of the percentage contributions between the principal's leadership and school culture. This is due to the intersection of indicators for each variable. If these two independent variables get better, the implementation of school-based management will also get better.

Furthermore, to find out the Relative Contribution (KR) and Effective Contribution (KE) of each independent variable to the dependent variable, it is explained that the effective contribution of the principal's leadership variable (X1) to the implementation of school-based management (Y) is 29.15%. Meanwhile, the effective contribution of the school culture variable (X2) to the implementation of school-based management (Y) is 20.24%. The magnitude of the effective contribution of each independent variable is influenced by interactions between other independent variables. In order to determine the purely effective contribution of each independent variable, a partial correlation analysis was carried out.

The results showed that the relationship between the principal's leadership and the implementation of school-based management when school culture was constant = 0.728 and the coefficient of determination = 0.529 with $p = 0.000 < 0.05$. This means that the principal's leadership variable contributes 52.9% to the implementation of school-based management when the school culture variable is constant. Conversely, school culture has a relationship with the implementation of school-based management by 0.852 when the principal's leadership is constant, with a coefficient of determination of 0.725 and $p = 0.000 < 0.05$. This means that school culture contributes 72.5% to the implementation of school-based management when school culture is controlled.

The contribution of the principal's leadership to the implementation of school-based management when the school culture is constant is 52.9%, while the effective contribution of the principal's leadership to the implementation of school-based management when the school culture is not constant is 20.24%. This illustrates the contamination of school culture variables on the principal's leadership of 32.66%.

The contribution of school culture to the implementation of school-based management when the principal's leadership is constant is 72.9%, while the effective contribution when the principal's leadership is not constant is 29.15%. This illustrates the occurrence of contamination of the principal's leadership variable on school culture of 43.75%.

This contamination occurred because when the correlation between the principal's leadership variable (X1) and the school-based management implementation variable (Y) was carried out, the school culture variable (X2) was not controlled. Vice versa, when a correlation is made between school culture (X2) and the implementation variable of school-based management (Y), the principal's leadership variable (X1) is also not controlled, so these uncontrolled variables also influence other variables.

While the contamination of other variables in each of the independent variables (X1 and X2) is $32.66\% - 43.75\% = 11.09\%$. This shows the magnitude of the contribution of other

variables to X1 and X2 when predicting. Thus there was a joint contamination of 11.09% which might be caused by other factors.

On the basis of the calculations above, the three hypotheses tested in this study can be accepted at the 95% level of confidence.

Discussion

The Principal's Leadership Contribution to the Implementation of School-Based Management

School-based management is a school management model that gives autonomy to schools based on the uniqueness, abilities, abilities and needs of the school and encourages direct participation from school members and the community to improve the quality of school education based on applicable laws and regulations which are carried out in a participatory, transparent and accountability. The key to successful implementation of SBM is the school principal who gives authority and participation to teachers and vice principals in innovating in the learning process. The principal's leadership in this case plays an important role as a director and gives influence to the implementation of SBM. The role of the principal in an educational institution is expected to create a sense of justice for his subordinates. and affect the increase in performance that way. The principal in this case is very decisive in the implementation of SBM, because without the participation of the principal as the owner of power, the implementation of SBM will not work well or not at all. One of the roles of the school principal in implementing SBM is to design, implement, supervise and evaluate the SBM, so that it will be seen at which stage needs to be improved based on an assessment or evaluation (Mistrianingsih, 2015).

From the results of the study it was found that the principal's leadership variable contributed significantly to the implementation of school-based management by 41%. This means that the principal's leadership can be used as a tool to predict the implementation of school-based management. In other words, the implementation of school-based management can be determined by the principal's leadership by 41%. The better the leadership of the school principal, the better the implementation of school-based management.

These findings support the theory put forward by Anggarini (2014) in which the research results show that there is a significant contribution between the leadership of the school principal and the implementation of school-based management with a contribution size of 17.6%. Furthermore, Mahmud (2010) also examined the relationship between the leadership of school principals and the implementation of school-based management, where the results showed that there was a positive contribution to the implementation of SBM by 24.5%.

Based on the results of the descriptive analysis, it can be seen that the principal's leadership is in the "good" category with an average score of 83.65% of the ideal score. Meanwhile, when viewed from each research indicator, it can be seen that the indicator with the highest level of achievement score is the first indicator, namely influencing those in the good category (88.26% of the ideal score), while for the indicator with the lowest level of response achievement is the third indicator, namely motivating which is in the pretty good category (78.77% of the ideal score). It turned out that of the three principal leadership indicators analyzed, it was found that these three indicators were still in the good category.

Based on the level of the lowest achievement indicator, the actions that can be taken by the principal in this case to increase the motivation of the deputy principal to be able to carry out their duties properly, the principal needs to give praise, awards or incentives to the deputy principal who excels and provide witnesses /reprimand for vice principals who are negligent in carrying out their duties.

This gives the meaning that the principal's leadership in Padang City Public Middle School has been well implemented by the school principal. By being in the good category, a school principal needs to improve the leadership he does so that it becomes a very good category.

This means that if the leadership carried out by the principal has been carried out properly, this will have a positive influence on the implementation of school-based management.

Contribution of School Culture to the Implementation of School Based Management

School culture is an important aspect of implementing school-based management which includes values, norms, rules, ideas and various other things that are all accepted and practiced in a school. The development of school culture has been carried out for several needs, in the lecturer's journal at the Indonesian University of Education in Bandung, Sukaningtyas (2017) states that school capacity building includes, among other things, the maximum use of school culture for the successful implementation of SBM. The purpose of this study was to obtain data and information regarding school capacity maps related to four aspects, namely: the school budget, human resources and school infrastructure, school management, and parental participation (Koster, 2011). In the school's organizational culture, there is sharing or the same values and beliefs with all members of the organization or school. For example, sharing the same values and beliefs through uniforms. However, just accepting and wearing the uniform is not enough. The use of uniforms must bring pride, be a means of control, and form the image of the organization/school (Kristiawan, 2017).

The results of this study also found that school culture contributed significantly to the implementation of school-based management (Y) by 28.4% in Padang City Public Middle Schools. This means that school culture can be used as a tool to predict the implementation of school-based management. In other words, the implementation of school-based management can be determined by school culture by 28.4%. The better the school culture, the better the implementation of school-based management.

Descriptive analysis shows that school culture in Padang City Public Middle School is already in the good category with an average score of 86.24% of the ideal score. Furthermore, when viewed from each indicator it appears that the indicator with the highest score achievement level is the first indicator, namely cooperation which is in the good category (88.60% of the ideal score), then the indicator with the lowest score achievement level is the fourth indicator namely openness in communication which is in the good category (81.29% of the ideal score).

The results of this descriptive analysis indicate that the school culture in Padang City Public Middle School needs to be improved or improved in a better direction so that the category becomes very good. This is because an increase in school culture can also improve the implementation of school-based management in accordance with the results of this study which state that school culture has a role in improving the implementation of school-based management.

Thus it can be stated that school culture is also a determinant of whether or not the implementation of school-based management is good, so it can be interpreted that improving the implementation of school-based management can be done by improving school culture.

The Contribution of Principal Leadership and School Culture Together to the Implementation of SBM

The results of this study's data analysis indicate that the principal's leadership variable and school culture variables together contribute to the implementation of school-based management variables. The magnitude of the contribution of the two variables jointly to the implementation of school-based management is 70.3%, the remaining 29.7% is the contribution of other variables that affect the implementation of school-based management in Padang City Public Middle Schools which were not studied in this study. In other words, the implementation of school-based management can be determined by the principal's leadership and school culture by 70.3%. The results of this study are supported by previous research by Anggraini (2014), whose research results show that there is a contribution between the principal's leadership and school culture to the implementation of school-based management, where the contribution is

34.1%. Furthermore, Fariati (2013) also researched leadership and school culture on the implementation of school-based management, where the results of his research showed that the contribution was 46%. This means that the better the leadership carried out by the principal and the better the school culture, the better the implementation of school-based management. Furthermore, Fariati (2013) also researched leadership and school culture on the implementation of school-based management, where the results of his research showed that the contribution was 46%. This means that the better the leadership carried out by the principal and the better the school culture, the better the implementation of school-based management. Furthermore, Fariati (2013) also researched leadership and school culture on the implementation of school-based management, where the results of his research showed that the contribution was 46%. This means that the better the leadership carried out by the principal and the better the school culture, the better the implementation of school-based management.

Furthermore, data analysis shows that significantly the implementation of school-based management is influenced by the leadership of the school principal and school culture, both individually and collectively. Principal leadership and school culture are two very important factors because they can influence the implementation of school-based management.

Thus it can be seen that the principal's leadership and school culture can determine the implementation of school-based management, so that these two variables can be used to improve the implementation of school-based management.

CONCLUSION

Principal leadership contributes significantly to implementationmanagementschool-based by 41%. This means that 41% of the variance that occurs in the implementation of school-based management is the contribution of the principal's leadership. Then, based on the results of each data processing, the highest achievement indicator score (86.34%) in the "good" category was participation. Furthermore, the score of the lowest achievement level indicator is transparency (78.07%) in the "good enough" category. In general, the achievement level of the principal's leadership score is 83.65% in the "good" category. This means that the better the leadership of the school principal, the greater the implementation of school-based management.

School culture contributes significantly to the implementation of school-based management by 28.4%. Furthermore, the results of the analysis of the data description of the cultural variables of Padang City Public Middle Schools are generally known to be still in the good category with a score of 86.24% of the ideal score. Then based on the data processing of each variable the score of the highest level of achievement indicators (88.60%) in the "good" category is cooperation. Furthermore, the score of the lowest achievement level indicator is openness in communication (81.29%) in the "good" category. In general, the level of achievement of the school culture score is 86.24% in the "good" category. This means that the better the organizational culture, the better the implementation of school-based management.

Principal leadership and school culture together contribute to the implementation of school-based management by 70.3%. This value is smaller than the sum of the percentage contributions between the principal's leadership and school culture. This is due to the intersection of indicators for each variable. If these two independent variables get better, the implementation of school-based management will also get better.

REFERENCES

- Anggarini, DN 2014. Contribution of Principal Leadership, Organizational Culture and Implementation of School-Based Management on the Quality of Public Middle Schools in Pematang Regency. *Educational Management*, 3(1).
- Fariati. 2013. Contribution of Principal Leadership and Organizational Culture at Pesisir Selatan Regency Public Middle School. Thesis, Padang State University.
- Koster, W. 2011. Reconstruction of Education Implementation: Study of School Capacity in the Framework of Education Decentralization. Online, 10 April 2018.
- Kristiawan, M., Safitri, D & Lestari, R. 2017. *Education Management*. Yogyakarta: Deepublish.
- Mahmud, A. 2010. The Contribution of Principal Leadership Behavior and School Committee Performance to the Effectiveness of School-Based Management (SBM) Implementation (At Public Vocational Schools in Tasikmalaya Regency). *Journal of Educational Administration*, 12(2).
- Suratmin, S. 2019. *Managerial Skills of Madrasah Principals in Improving Teacher Performance at MTS Mazro'atul Huda Karangayar Demak (Doctoral dissertation, IAIN KUDUS)*.
- Suryosubroto, B. 2004. *Education Management in Schools*. Rineka Cipta.
- Sukaningtyas, D., Satori D., & Sa'ud, US. 2017. Development of School Management Capacity in Building Vision and Mission Understanding. *Journal of Lecturer at the Indonesian University of Education in Bandung*.
- Usman, H. 2010. *Management Theory, Practice, and Educational Research*. Script Earth.