Determinants Of School Performance (Quantitative Approach To The Middle School Performance Management In Salatiga City)

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Abstract: School performance has been a crucial process of managing resources to improve the quality of education in Indonesia. The output quality determined by a good performace managements. Purpose - Aim of this research to examine the impact of some variables whose relationship interaction each other. Methodologie -This research used quantitative survey method. The data obtained from questionnaires involving 658 teachers from the secondary in Salatiga City, Cetral Java, Indonesia , using proportionate stratified random sampling. The analysis used descriptive and inferential statistical technique. Results - It proved that managerial competence, interpersonal communication and leadership competence affected to school performance through quality culture.There is a positive and significant correlation influence of interpersonal communication on quality culture reaches 46 %. Managerial competence to quality culture by 40 %. Leadership competence to quality culture at 14 %. Managerial competence to school performance of 8% through quality culture. The impact of interpersonal communication on school performance reaches 46 %. The leadership competence to school performance by 24% . And quality culture to school performance is 40%..

Index Terms: Managerial Competence, Interpersonal Communication, Leadership Competence, Quality Cultuteand School Performance.

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1 INTRODUCTION

The nation future will be determined by the human resourcesquality . Therefore education is the strategic way to prepare smart, character, independent and responsible generations. The role of school performance management is fundamental to the development and achievement of school achievements (Sarrico: 2012). The key element of school performance professionalism practicehow to provide and produce customers satisfaction (Wibowo: 2013). Each organization must be able to map workload analysis and competencies , so that it can formulate an appropriate and accurate programewith strong expectations to be able to carry out tasks with right techniques and target to increase performance productivity (Nahariah: 20). Several ways to compare of school performance can be measured through raw-input, added value, continuity regression design, progress curve analysis, multi-level models and comparative school type similarity (Robinson: 2010). The construct of school performance according to Government Regulation No. 19/2005 Article 2 paragraph (1) reflected in school leadership practicesdimentions, learning practices, environmental conditions,school academic culture and parenting participation in the education process in   eight of the National Education Standards implicitly through the External Quality Assurance System. So that the achievement of educational and teaching objectives must be prioritized before considering integral school characteristicsapproach (Robinson: 2010). The school performance quality problems inherently from managerial influence and the culture of organizational quality.Culture is a whole system of thinking, values, morals, norms, and human beliefs as a product of human interaction with others and the environment and then produces social systems, economics, knowledge, technology and art (Ministry of National Education: 2010). Quality includes excellent service to customers, high social responsibility, and customer satisfaction, especially

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students as the center of attention according to market needs (Usman: 2006). Culture of educational quality includes inputs, processes, and outputs and outcomes through active, innovative, creative, effective and enjoyable learning processes resulting in superior academic and non-academic achievement outputs. On the other side, competencies have a positive effect on competitive advantage. Capability has a significant effect on competitive advantage of company performance (Mandala: 2017). Performance is also a manifestation of ability in the form of real work and job results achieved by employees carrying out of tasks and works come from the organization (Priansa: 2014). The role of schools in providing quality education services is largely determined by the leadership of school principals in providing quality education for students. Principals must be able to develop innovative programs and mobilizing for all teachers and staff to achieve their goals. The manager is principally responsible for the implementation and development of school culture, but actuality all school members must be responsible for the creation of school culture (Ancok : 2012). The school performance activation can't self supportingbut influenced by supplementary factors starting from managerial competence, interpersonal communication , leadership competence and quality culture.

2 RESEARCH METHODS AND VARIABLES

2.1 Research Design

This method using quantitative positivistic through the second order Confirmatory Factor Analysis (CFA) model approach, where the model settled in previously through the theoretical discussion with characteristics one internal factor has several indicators. The design of correlational descriptive research to get information related to the phenomenon currently observed and explaining of the relationship existence based on variable sizes of the correlation coefficient. The impact analysis tools used from the pattern of linear interrelationships between variables known as the path analysis model. Because there is a mediating influence between the independent withdependent variable. As for the research variables include five variables.They areexogenous and endogenous. The exogenous are interpersonal communication (X.1), managerial

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competence (X.2), leadership competence (X.3), and quality cultute (Y.1)as an intervening. While the endogenous is school performance (Y.2).
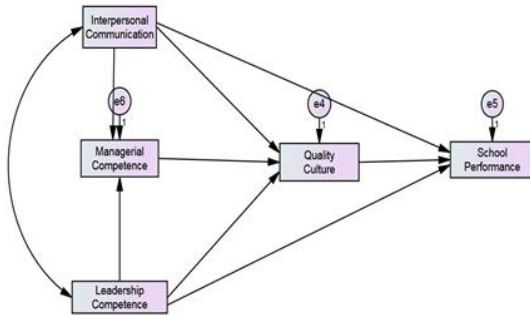

Picture

. 1: Relationship between variables

2.2 Population and Samples
The data obtained from questionnaires involving 658 teachers from the secondary in Salatiga City, Cetral Java, Indonesia , using proportionate stratified random sampling. The analysis used descriptive and inferential statistical technique.

3 RESULT AND DISCUSSION

3.1 Research Result
The results of data analysis with AMOS version 21 are discussed about the relationship of interpersonal communication, managerial competence and leadership competence to school performance through quality culture using the path analysis model. As for, theaim of using this path analysis model to determine the direct and indirect effects of interpersonal communication , managerial competence, leadership competence to school performance through quality culture. Hypothesis testing begins by testing the suitability of the model, by describing the relationships between variables in the form of a path diagram then estimating the results of data processing. Path Diagram serves to see the quantity of directly and indirectlyinfluences each variableto the school performance.

Path model figure of 211 respondents as shown at fig. 2 , then processed using Amos programe version 21 with the output of Mahalonobis distance (a means of detecting observation scores with a centroid skort)and found out there were 2 respondents who hadfar values different from the centroid value (14,850) whichconsidered as an outlier. So it must be dropped from the analysis. Based on results of the mahalonobis distance respondents who qualified were 209 person only. From those, the analysis model had been described. After forming model based onthe theory, the path analysis model and diagram obtained and built. This , makes easier to see of the causality relationship to be examined. Meanwhile gotten the path diagram for the processed data through Amos 21 as follow :

Figure 2. Figure Path Diagram
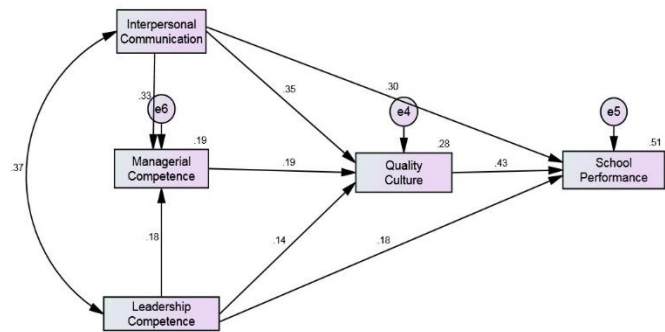
Information :

School Performance_Tot	:	School Performance
Managerial Competence_Tot	:	Managerial Competence
Interpersonal Communication_Tot	:	Interpersonal Communication
LeadeshipCompetence_Tot	:	Ledearship Competence
Quality Culture_Tot	:	Quality Culture

Based on the path diagram above, then formed there lationship between variabelstabel as below:

Table 1
Relationships Between Variables

Variabel			Coefficient	Relationship Characteristic
Ledearship Competence	→	Managerial Competence	0.2	Directly
InterpersonalCommunication	→	Managerial Competence	0.3	Directly
InterpersonalCommunication	→	Quality Culture	0.4	Directly
Managerial Competence	→	Quality Culture	0.2	Directly
Ledearship Competence	→	Quality Culture	0.1	Directly
Quality Culture	→	School Performance	0.4	Directly
Interpersonal Communication	→	School Performance	0.3	Directly
LedearshipCompentence	→	School Performance	0.2	Directly
Interpersonal Competence	↔	Leadership Competence	0.2	Directly
Interpersonal Competence →Quality Culture→School Performance			0.16	In-directly
Manajerial Managerial →Quality Culture→School Performance			0.08	In-directly
Ledership Competence→ Quality Culture→School Performance			0.04	In-dirctly

Based on the path diagram processed by the AMOS version 21 program then examined by Goodness Of Fit test (model conformity) performed. The results of the goodness off fit test shown as table below:

Table
Results of the goodness off fit test

Standard Goodness of Fit	Goodness of Fit Acceptance Limit	Result
Chi Square	The Smaller ,the better	1.776
RMSEA	0,05≤ RMSEA ≤ 0,08	0.061
TLI	0,80 ≤ GFI ≤1	0.973
CFI	0,80 ≤ GFI ≤ 1	0.997
NFI	0,80 ≤ GFI ≤ 1	0.994

Hypothesis tested by analyzing the significance of the regression weight scale. This analysis conducted to show the magnitude of the overall effect, direct and indirect effect of one variable and each others.The basis for making the decision test of significance for regression weight is:
- If the p-value < alpha 0.05, the hypothesis becomes zero (0) and H0 is rejected, meaning that there is an

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influence between the two variables statistically.
☐   If p-value > alpha 0.05, then the hypothesis becomes zero (0) and H0 is accepted, meaning that there is no statistical influence between the two variables.

Here is a summary analysis of the path table:

Table 3
Regression Weight Results

Variabel		Unstandirized Beta	Standarized Beta	C.R	p-value	Decision
LeadershipCompetence →	Managerial Competence	0.2	0.2	2.7	.0	Significant
Interpersonal Communication →	Managerial Competence	0.6	0.3	4.9	***	Significant
Interpersonal Communication →	Quality Culture	0.5	0.4	5.3	***	Significant
Managerial Competence →	Quaity Culture	0.2	0.2	2.8	.0	Significant
Ledearship Competence →	Quality Culture	0.1	0.1	2.1	.0	Significant
Quality Culture →	School Perfromance	0.5	0.4	7.7	***	Significant
Interpersonal Communication →	School Performance	0.5	0.3	5.3	***	Significant
Ledearship Competence →	School Performance	0.2	0.2	3.3	***	Significant
Interpersonal Communication ↔	Ledearship Competence	0.2	0.2	2.7	.0	Significant

Based on table 3 , the path coefficient has an estimated and   CR value. From the results of processing with the AMOS program the regression weight values obtained as shown on table   above. The   estimated   as   the path coefficient value   or the relationship of latent constructs. CR value is the value of a significant relation of each variable.

This study uses a 95% confidence level or α = 0.05. If the CR value>1.96 , so it can be said that the relationship between each variables is significant.

The following are outputs of the direct and indirect impact values from the path analysis results :

Table 4
Results for the direct impact and indirect impact values

Direct Impact	Interpersonal Communication → Managerial Competence	0.3
	Interpersonal Communication → Quality Culture	0.4
	Interpersonal Communication → School Performance	0.3
	Leadership Comptence→ Managerial Comptence	0.2
	Leadership Competence→ Quality Culture	0.1
	Leadership Competence → School Performance	0.2
	Managerial Competence → Quality Culture	0.2
	Quality Cultute→ School Performance	0.4

Indirect impact	Interpersonal Communication → ManajerialMompetence → Quality Culture	= 0.3 × 0.2 = 0.06
	Leadership Competence → Quality Culture → School Performance	= 0.1 × 0.4 = 0.04
	Interpersonal Communication → QuaityCultutre → School Performance	= 0.4 × 0.4 = 0.16
	ManajerialComptence → Quality Culture → School Performance	= 0.2 × 0.4 = 0.08
	Leadership Competence → Managerial Competence → Quality Cultute	= 0.2 × 0.2 = 0.04
Total impact	Total Impact of , Interpersonnal Communication Variable terhadap to Quality Culture	= 0.4 + 0.06 = 0.46
	Total Impact of, Interpersonnal Communication Variable to School Performance	= 0.3 + 0.16 = 0.46
	Total Impact of Leadership Competence Variable to School Performance	= 0.2 + 0.04 = 0.24
	Total Impact of, Leadership Competence Variable to School Culture	= 0.1 + 0.04 = 0.14

From the results of tables3 and 4 can be interpreted as below:
(1)   The effect of managerial competence to quality culture
       From table 3, it can be seen that the p-value = 0,000 <5%, with the path coefficient of the managerial competency variable to the quality culture of 0.2. This proves that there is a significant influence between managerial competence to quality culture by 20%.So the managerial competency   has a significant influence to quality culture in schools. In other words, it can be interpreted by the principals who have high managerial competence, will greatly affect for the progressiveness of the quality culture where he leads. By increasing managerial competence through various professional activities in sustainability, management training for the principals strengthening, learning leadership, resources and change management ,   will create increasing more quality of school culture.

(2)   The influence of interpersonal communication toquality culture
       From table 3, it can be seen that the p-value = 0,000 <5%, with the path coefficient of the interpersonal communication to a quality culture   reaches 0.46. This proves that there is a significant influence between managerial competence to quality culture by 46%. So that interpersonal communication variables have a considerable influence toquality culture in schools.

       So that, from this result can be interpreted that the higher skill of interpersonal communication whose principal mastered in the school communities, the greater contribution realized to the quality of school culture. The magnitude   of   the   influence   of   interpersonal communication can encourage a harmonious, dynamic and even competitive work atmosphere in an effort to improve   quality.   Reflection   of   interpersonal communication among school members stimulates the transparency of communication in managing problems. Finally, various obstacles are easily overcome in an effort to improve the quality of school performance.

(3)   The influence of leadership competence toquality culture
       From table 3 it can be seen that the p-value = 0,000 <5%. This means that there is a significant influence between leadership competence on quality culture. The quantity of the effect of leadership competence To quality

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culture can be seen in table 4, which is 14%. From these results it can be interpreted that principals who have high competence in leadership ,will improve the school quality culture. Therefore, various approaches of leadership application in managing organization need to be continuously improved. Besides upgrading leadership competencies can be expanded through multi-literation.

(4) Effect of managerial competence to school performance.

From table 3 above, seen that the p-value gets = 0,000 <5%. The magnitude of idirect effect of managerial competence onto school performance such as in table 4 gets 0.08. This value can be interpreted inspite of the managerial competency variables do not have a positive effect to school performance directly , but the process of quality culture through 8%. While the influence of managerial competence to quality culture reaches 20%. This interpretation can be described when the principals' managerial competency determines the quality culture progressiveness, the process will impact the school performance quality. . Therefore various aspects of principals' managerial competence which includes personality and social, learning leadership, school development, resource management, change management, supervision and entrepreneurship need to be realized managing school institutions continuously.

(5) The effect of interpersonal communication toschool performance

Evidence of the table 3 above seen that p-value = 0,000 <5%. This means there is a significant influence between thre interpersonal communication To the school performance. The magnitude influence of interpersonal communication to school performance such as in table 4 reaches 0.46. From this value it can be interpreted that interpersonal communication variables have a significant influence on school performance by 46%. These results can be interpreted that the higher principal's interpersonal communication, the more school performance quality achieved .The partnership and membership building need to be sharperned and developed through various public relations activities both internally and externally.

(6) Effect of leadership ability to school performance

From table 3 it can be seen that the p-value = 0,000 < 5%. This means thereis a significant influence between leadership competence on school performance. Magnitude of leadership competence on school performance such as in table 4 , whose 0.24. This means that the affectof leadership competence to school performance has been significant on by 24%. It can be understood, the principals who have high leadership competence, is very influential on the high quality of school performance. Various activities strengthening the principal's leadership need to be maintained managing school organizations to produce the school performance quality.

(7) The influence of quality culture to school performance

Acquisition of p-value = 0,000 < 5% from table 3 above meant that there is a significant influence between quality culture to school performance of 0.4. or 40%. This interpretation concuded ,the more quality of school culture advanced, the more progressiveness of school performance got. When the school culture quality has been running well , it will increase easier work ethic and public trust to realize dynamic school performance.

Principals, teachers, employees and all school members working hard in maintaining and enhancing quality culture. So whoever leads the schools will be bound of the cultural quality ecosystem which become school's branding.

(8) The influence of interpersonal communication to managerial competence.

While the influence relationship between interpersonal communication and managerial competence as shown in table 4 above is 0.3. This proves tthat the size of theirinfluence is so significant at 30%. So both vertically , horizontally and diagonally interpersonal communications interpreted that aspects giving a lot of contribution improving managerial competence of school principals. Therefore various approach to actualize communicative dialogue need to be prioritized in school organizations each others.

(9) Effect of leadership competence tomanagerial competence.

As seen in table 4 above, the leadership competence variable has a positive influence to managerial competence of 0.2. This is merely proof of positive influences of 20%. So it can be interpreted that leadership competence adds value to the principal's managerial competence. In other words, the principal's managerial skills enriched with extensive experience in applying of leadership approaches and leadership literations. Because the managerial problemskeep following the change fluctuation.

3.2. Discussion

Based on summary of theinfluenceof all path coefficients results that have been analyzed, the results following described :
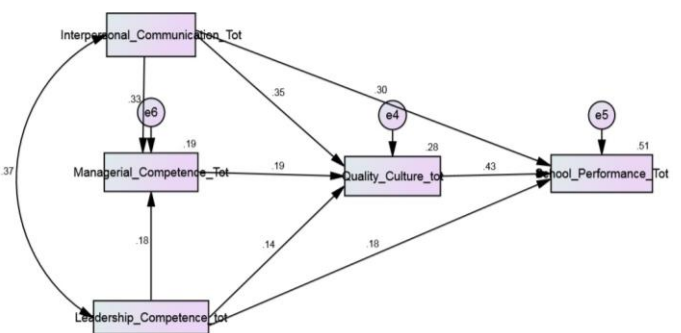

Figure 3 Figure Path Diagram

Based on the results of the significance test of causal path relationship, it can be seen that the effect coefficient indicated by the magnitude of the p-value of 0,000. From the estimation results also known that all variables examined have a direct influence to school performance variables. However, the most direct influence was interpersonal communication variable with a total influence of 46% and quality culture as an intervening variable by 40%. These results in line with "theory " that the interpersonal communication has a strong influence on teacher performance (Andana: 2016). The better interpersonal communication, the more open a person expresses himself and more positive in performance (Rogers: 2012). Interpersonal communication has a positive effect on work motivation and teacher performance (Tri Joko: 2016). On

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theory of the quality culture in tune with the assertion that work culture has a positive impact to the employee performance (Wenas: 2016). Organizational culture also has a direct influence to teachers work motivation (Situmorang: 2017). Work culture has a positive effect on the performance of high also vocational school teaching teachers in Prambanan Jogjakarta (Susi Suryani: 2 013). Thus the hypothesis about the positive relationship between some exogenous variables of interpersonal communication, managerial competence, leadership competence and quality culture to endogenous variables of school performance significantly proven. So the theory used in forming the model is proven true and indicators as research variables have a significant influence. The significance of the influence between these variables can be narrated that the school performance raising affected by some supporting variables including a culture of school quality. Quality culture also influenced by interpersonal communication variables, managerial competencies and leadership competencies. At the same time managerial competence adhered to the interpersonal communication variables and leadership competencies. The relationship synergy between these variables then manifesting satisfactory of school performance. From these interpretations shown there is no directly affect of the managerial competency variables to school performance. However, managerial competence directly influences to quality culture implicitly and more dominant influences on school performance. So that ,quality culture has a central role improving the school performance. Substitution of principal, leadership change will not reduce personal work ethos caused the school culture quality running optimally.

IV. Conclusions

All exogenous showed a strongly positive affiliation on the impact correlation to endogenous school performance. The strength of reationship disappears at results for the direct impact and indirect impact values. Indeed research spanning two months and observing performance in many different educational settings provide strongs and consistent evidence and exactly related to school performance. Moreover concluded that the secondary school performance quality in Salatiga influenced by the existence of school culture quality, interpersonal communication, managerial competence and leadership competence of principals. Therefrom , strengthening , upgrading and management for capacity building should be increased to develop the six competence of principals , such as social personality, learning and teaching management, , management of change, entrerpreneurship and supervision and school development.

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