IMPLEMENTATION OF QUALITY ASSURANCE IN SMP WITH SCHOOL COMMITTEES AND PARTICIPATORY MANAGEMENT: A CASE STUDY IN JUNIOR HIGH SCHOOLS IN INDONESIA

Slamet¹
Heri Yanto²
Sri Wardani³
Arief Yulianto⁴

ABSTRACT

Purpose: This study aims to determine the influence of school committee, principal leadership, organizational culture, and teacher participation in the implementation of quality assurance in junior high schools.

Theoretical framework: Providing educational services that improve student learning outcomes requires ensuring the quality of education in junior high schools. Furthermore, quality assurance equalizes opportunities across the country, protects customers, and plays an important role for students, parents, teachers, and education staff. Current conditions indicate that Quality assurance in junior high schools is currently rated unsatisfactory, with indications that only 46.7% of junior high schools have been accredited to excel, while the remaining 53.3% require improvement.

Design/methodology/approach: This research is quantitative research using the Explanatory Survey Method. The population in this study was principals in Junior High Schools throughout two cities and four regencies. The sampling technique used in this study is probability sampling technique, using proportionate random sampling. Determination of the number of samples used in this study using the Krejcie table. This study collected 211 data from the principals of various junior high schools in Semarang and surrounding areas using a Likert scale questionnaire. The data analysis technique used is path analysis.

Research practical and social implications: The results of the study revealed that the principal's leadership role, organizational culture, and teacher participation had an effect on the implementation of quality assurance in junior high schools, while the school committee had no major effect on school quality assurance. Principals play an important role in increasing teacher participation and creating a positive organizational culture.

Keywords: Quality, Committees, Leadership, Culture, Teacher.

RESUMO

Objetivo: Este estudo visa determinar a influência do comitê escolar, da liderança principal, da cultura organizacional e da participação dos professores na implementação da garantia de qualidade nas escolas secundárias.

¹ Universitas Negeri Semarang, Semarang City, Central Java, Indonesia.
E-mail: slamet291067@students.unnes.ac.id Orcid: https://orcid.org/0000-0003-2126-9677

² Universitas Negeri Semarang, Semarang City, Central Java, Indonesia.
E-mail: heri.yanto@mail.unnes.ac.id Orcid: https://orcid.org/0000-0003-3933-4908

³ Universitas Negeri Semarang, Semarang City, Central Java, Indonesia.
E-mail: menuksriwardani@mail.unnes.ac.id Orcid: https://orcid.org/0000-0002-5935-0449

⁴ Universitas Negeri Semarang, Semarang City, Central Java, Indonesia.
E-mail: ariefyulianto@mail.unnes.ac.id Orcid: http://orcid.org/0000-0002-2030-4680
Enquadramento teórico: A prestação de serviços educativos que melhorem os resultados de aprendizagem dos alunos exige a garantia da qualidade do ensino nas escolas secundárias. Além disso, a garantia de qualidade iguala oportunidades em todo o país, protege os clientes e desempenha um papel importante para estudantes, pais, professores e pessoal educativo. As condições actuais indicam que a garantia da qualidade nas escolas secundárias é actualmente classificada como insatisfatória, com indicações de que apenas 46,7% das escolas secundárias foram acreditadas para se destacarem, enquanto os restantes 53,3% necessitam de melhorias.

Desenho/metodologia/abordagem: Esta pesquisa é uma pesquisa quantitativa utilizando o Método de Pesquisa Explicativa. A população deste estudo foram diretores de escolas secundárias em duas cidades e quatro regências. A técnica de amostragem utilizada neste estudo é a técnica de amostragem probabilística, utilizando amostragem aleatória proporcional. Determinação do número de amostras utilizadas neste estudo através da tabela de Krejcie. Este estudo coletou 211 dados de diretores de várias escolas secundárias em Semarang e arredores, usando um questionário em escala Likert. A técnica de análise de dados utilizada é a análise de caminhos.

Implicações práticas e sociais da investigação: Os resultados do estudo revelaram que o papel de liderança do diretor, a cultura organizacional e a participação dos professores tiveram um efeito na implementação da garantia de qualidade nas escolas secundárias, enquanto o comité escolar não teve um efeito importante na garantia de qualidade escolar. Os diretores desempenham um papel importante no aumento da participação dos professores e na criação de uma cultura organizacional positiva.

Palavras-chave: Qualidade, Comitês, Liderança, Cultura, Professor.

1 INTRODUCTION

Junior High School quality assurance plays an important role in fostering a culture of quality education in schools. In accordance with the eight national education standards, the quality of teachers, graduates, the learning process, and school management must be continuously improved. The data for the accreditation of Junior High Schools in Semarang and its surroundings from 2017 to 2020 has been unsatisfactory. Of the 443 schools accredited, 207 Junior High Schools are accredited A, 187 Junior High Schools are accredited B, 45 Junior High Schools are accredited C, and 4 Junior High Schools are accredited D/E. As a result, there are 236 schools that are not predicated as A, implying that quality assurance in Junior High Schools is only met by 46.7%, while the remaining 53.3% requires quality improvement.

The principal is responsible for school quality assurance, which is assisted by teachers, employees, school committees, and other stakeholders. Managers, supervisors, and entrepreneurs must have managerial, supervisory, and entrepreneurial skills. Principals are teachers who have additional responsibilities as principals to lead and manage schools in order to improve educational quality. As a result, the purpose of this research is to identify the antecedent variables of the implementation of quality assurance for Junior High Schools in the context of Indonesian academic culture.

Adegbesan (2011) states that education has been described as the foundation of every society and a tool for nation building. To provide a quality education for a nation, the main actors of learning, teachers, students, and the environment, must work together. In other words, teachers must be adequate in terms of quality and quantity, students must be properly trained, and facilities must be available. Chibuike (2013) contend that in order to ensure quality in business education, business educators must have adequate academic qualifications, and
business education curricula must be designed to meet international standards as well as the requirements of the workplace.

1.1 Quality Assurance

According to Usman (2006: 418), quality assurance is all planned, systematic, integrated, and sustainable activities applied in quality management to ensure that the entire process has passed quality standards and established rules. Meanwhile, according to Law number 28 of 2016 concerning the Quality Assurance System for Primary and Secondary Education, the quality assurance system for primary and secondary education is a unified element consisting of integrated organizations, policies, and processes that aim to regulate all activities to improve the quality of primary education and medium that interact with each other in a systematic, planned and sustainable manner.

Law number 28 of 2016 concerning the quality assurance system for primary and secondary education also explains that the quality assurance system functions to support management processes in primary and secondary education so as to create quality schools. Then the goal is to guarantee the fulfillment of standards in educational units in a structured and comprehensive, and sustainable manner so that a culture of quality emerges and increases in each education unit. So that every educational unit needs to develop a culture of quality in schools in order to meet standards. Quality assurance activities are very useful, both for internal and external organizations, especially educational organizations. According to Yorke (1997) quoted by Sahputra, the objectives of guaranteeing quality include the following: 1) Assist continuous and continuous improvement and improvement through best practices and willingness to innovate; 2) It makes it easier to get assistance, either money loans or other facilities or assistance from strong and trustworthy institutions; 3) Provide information to the public on target and time consistently, and if possible, compare the standards that have been achieved with competitors' standards; 4) Guarantee that there will be no unwanted things.

1.2 Principal Leadership

According to Djafri's (2015) study, the principal's leadership role in organizational culture states that in order to create a good organizational culture, each individual will bind himself to the values, rules, policy procedures in every behavior to run it as part of the organizational rules. When teachers encounter difficulties in the teaching and learning process, principals can assist them in improving quality, innovation, and creativity. Positive values can be contributed by principals to improve organizational culture. The principal's leadership style in leading their subordinates must be capable of managing school activities efficiently and effectively in accordance with the expected goals. The principal's leadership style must be able to transparently carry out the mandate, be oriented to the value of the principle of benefit based on the situation, and conditions that are manifested by all elements of the school, with the results of such situations, and conditions can become a school culture. The principal's leadership has an impact on organizational culture, which means that the higher the principal's leadership, the higher the organizational culture. This proves the hypothesis that the principal's leadership has a positive and significant impact on organizational culture.

The principal's leadership in the implementation of quality assurance is consistent with Suwanto (2019), which states that the role of the principal can be expanded if the school's leadership and teachers support the principal's role. These findings imply that expanding the role of school principals is an effort to improve educational quality. Ngadi (2020) states that the ups and downs of school quality will be determined by how much leadership the principal has
in managing the school. He discovered that the stronger the principal's leadership, the better the quality, where the learning process is more conducive and there is excellent service to students, solid teamwork among teachers, schools have "A" accreditation, better school relations with stakeholders, good school performance, the beauty and uniformity of the school, the competence of graduates who can continue to favorite Junior High Schools. Then, according to his study, the potential of educators and education can be developed through career and competency development, and there is adequate school facilities and infrastructure to support the learning process, school management is becoming increasingly superior. This means that the level of quality assurance implementation will be affected by the principal's level of leadership. This means that the hypothesis that the principal's leadership has a positive and significant effect on quality assurance implementation has been proven.

Principal leadership has an impact on teacher participation, according to Hardono (2017), who found that good principal leadership increases work motivation. The magnitude of the direct influence of the principal's leadership on work motivation can be calculated as \((0.239)^2 = 0.057\), which means that the principal's leadership has a direct influence of 5.7% on work motivation.

Muhassanah (2020) states that the principal's leadership is influenced by several aspects such as: 1) The leadership function of the principal's charisma can be seen from the attitude of the principal at the Banyumas regency elementary school, namely exemplary, trustworthy, able to carry out the mandate, respected by fellow school members, and can make the best decisions for the benefit of the school; 2) principals who have good leadership can also be seen from their ability to motivate teachers so that they become more enthusiastic; 3) Leadership in this study is also seen from the intellectual stimulus from a school principal, such as: giving equal rights to every teacher, fostering innovation, supporting the way teachers work, involving teachers' participation in solving problems, and having intelligence/intellectuals. According to the findings of their study, principals evaluated by elementary school teachers in Banyumas were in the high and medium categories, indicating a positive trend because the majority of teachers rated the principal's leadership quality positively. A teacher, in addition to serving as the principal, plays an important role. This proves the hypothesis that the principal's leadership has a positive and significant impact on teacher participation.

**H1:** Principal leadership has a significant role in improving organizational culture
**H2:** Principal leadership has a significant role in improving the implementation of quality assurance
**H3:** Principal leadership has a significant role in increasing teacher participation

### 1.3 School Committee

Suwanto (2019) states that the quality of education can be improved if there is a good role for the school committee. These findings suggest that efforts to increase the role of the school committee are efforts to increase the motivation for educational quality. Jannah, (2020) states that whether the role of the school committee is good or not has no effect on improving the quality of graduates. Kardoyo (2005) shows that the high role of the school committee does not necessarily improve the quality of graduates. The quality of graduates will increase with the support of a high committee role and accompanied by a quality learning process. Meanwhile, the role of the school committee on the quality of graduates directly has a significant effect.

Jannah, et.al (2020) states that as many as 17% are very low categories, 60% are low categories, 3% are medium categories, 10% are high categories and 10% are very high categories. The influence of the role of the school committee on organizational culture, which means that the higher the role of the school committee will affect the level of organizational
culture. So the hypothesis that the role of the school committee has a positive and significant effect on organizational culture is proven.

H4: School committees have a positive contribution to the implementation of quality assurance in schools

H5: The school committee has a positive influence on the development of school organizational culture

1.4 Organizational Culture

The influence of organizational culture on teacher participation is supported by Pramana (2012) research, which states that an expected result can be achieved optimally through alignment with the person's work environment. Therefore, organizational culture has an impact on employee performance. In this study, organizational culture takes the form of organizational goals, excellence values, unity of interest values, service-focused values, and the value of disciplined control. It is clear from the descriptive description that the teacher values all manifestations of this culture. This condition explains the findings of organizational culture's positive influence on teacher performance. Because organizational culture has an impact on teacher participation, the higher the level of organizational culture, the greater the impact on teacher participation. This proves the hypothesis that organizational culture has a positive and significant effect on teacher participation.

Quality assurance implementation is influenced by organizational culture. This is consistent with Jannah's (2020) research, which states that the better the school culture, the higher the quality of the learning process. School culture must be developed in schools because it provides opportunities for school components and has an impact on developing a strong school culture. Because organizational culture has an impact on quality assurance implementation, the higher the level of organizational culture, the higher the level of quality assurance implementation. This means that the hypothesis that organizational culture has a positive and significant effect on quality assurance implementation has been proven.

H6: Organizational culture plays an important role in increasing teacher participation

H7: Organizational culture has a positive impact on the implementation of quality assurance in schools

1.5 Teacher participation

Dewi et al (2020), who state that the results of teacher work discipline on educational quality have not demonstrated how much influence it has. According to these findings, teacher work discipline has an 83.5% effect on educational quality. Work discipline plays an important role in improving educational quality.

Ngadi (2020), teachers are still less sensitive to their surroundings, where they demand their rights as individuals rather than prioritizing their obligations as teachers, namely someone who needs to be an example in social life. This means that the hypothesis that teacher participation has a positive and significant effect on quality assurance implementation has been proven.

H8: Teacher participation plays an important role in the implementation of school quality assurance
According to the hypothesis testing and analysis description, there are nine hypotheses and five variables studied, with both exogenous and endogenous variables having a significant influence on quality assurance implementation. A p-value of 0.000 indicates that this effect is significant.

2 RESEARCH METHODOLOGY

This research is quantitative research using the Explanatory Survey Method. Creswell (2010, p. 24) states "a quantitative approach is the measurement of quantitative data and objective statistics through scientific calculations derived from a sample of people or residents who are asked to answer a number of survey questions to determine the frequency and percentage of their responses. According to the explanation, the quantitative approach is a research method for testing hypotheses using accurate statistical data tests.

This study uses Path Analysis to analyze the causal relationship between exogenous and endogenous variables. There are four exogenous latent variables, namely (1) Principal Leadership (2) committee, (3) Organizational Culture (4), Leadership (5), while the endogenous variables are Quality Assurance. The research was conducted in Indonesia in the province of Central Java which covers the area in Semarang and its surrounding areas (Kendal Regency, Semarang Regency, City of Semarang, Salatiga city, Grobogan regency, and Demak regency). Data collection techniques through instruments in the form of questionnaires using a Likert scale. The instrument used has been tested for validity and reliability using Cronbach alpha.

This study looks at two cities and four regencies in Greater Semarang (former residency of Semarang). Respondents were school principals from a population of 252 people, with a sample size of 211 people.
Implementation of Quality Assurance in SMP with School Committees and Participatory Management: A Case Study in Junior High Schools in Indonesia

Table 1: Population

<table>
<thead>
<tr>
<th>No</th>
<th>Area</th>
<th>Accreditation</th>
<th>Total</th>
</tr>
</thead>
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<td></td>
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<td>Grobogan Regency</td>
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<td>Salatiga City</td>
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<td>5</td>
<td>Semarang Regency</td>
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<td>3</td>
</tr>
<tr>
<td>6</td>
<td>Kendal Regency</td>
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<tr>
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<td>Total</td>
<td>210</td>
<td>38</td>
</tr>
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</table>

Source: primary data

Table 2: Sample

<table>
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<tr>
<th>No</th>
<th>Area</th>
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<th>Total</th>
</tr>
</thead>
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<tr>
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</tr>
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<td>9</td>
</tr>
<tr>
<td>2</td>
<td>Demak Regency</td>
<td>14</td>
<td>3</td>
</tr>
<tr>
<td>3</td>
<td>Grobogan Regency</td>
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<td>6</td>
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<td>4</td>
<td>Salatiga City</td>
<td>6</td>
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<tr>
<td>5</td>
<td>Semarang Regency</td>
<td>36</td>
<td>2</td>
</tr>
<tr>
<td>6</td>
<td>Kendal Regency</td>
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<td>6</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>185</td>
<td>26</td>
</tr>
</tbody>
</table>

Source: primary data

The validity of the quality assurance implementation questionnaire is tested with $r_{\text{arithmetic}}$ 0.592 and $r_{\text{table}}$ 0.361, and the role of the school committee is tested with $r_{\text{arithmetic}}$ 0.5771 and $r_{\text{table}}$ 0.361, so that the instrument is declared valid. The instrument is declared valid due to the principal's leadership with $r_{\text{arithmetic}}$ 0.5457 and $r_{\text{table}}$ 0.361. Organizational culture variable has $r$ count 0.7618 and $r_{\text{table}}$ 0.361, indicating that the instrument is valid. The instrument is declared valid because the teacher participation variable has $r$ count 0.8044 and $r_{\text{table}}$ 0.361.

Cronbach's Alpha and corrected item correlation (CITC) are used in this study. The analysis results show that the instruments used met the requirements. With a Cronbach's Alpha value of 0.936, the Teach_Part variable has the highest reliability. The maximum CITC value is 0.940, and the minimum CITC value is 0.755. Meanwhile, the Princ_Lead variable has the lowest reliability (Cronbach's Alpha = 0.743), the highest CITC value is 0.740, and the lowest CITC is 0.404. The validity and reliability of the instrument are described in the table below.

Table 3: Validity and Reliability

<table>
<thead>
<tr>
<th>Variable</th>
<th>No of Item</th>
<th>CITC Max.</th>
<th>CITC Min.</th>
<th>Cronbach’s Alpha</th>
<th>Remark</th>
</tr>
</thead>
<tbody>
<tr>
<td>Implementation of Quality Assurance (Impl_Quality)</td>
<td>10</td>
<td>0.764</td>
<td>0.423</td>
<td>0.749</td>
<td>Valid and Reliable</td>
</tr>
<tr>
<td>Principal Leadership (Princ_Lead)</td>
<td>10</td>
<td>0.740</td>
<td>0.404</td>
<td>0.743</td>
<td>Valid and Reliable</td>
</tr>
<tr>
<td>School committee role (Comm)</td>
<td>10</td>
<td>0.926</td>
<td>0.714</td>
<td>0.925</td>
<td>Valid and Reliable</td>
</tr>
<tr>
<td>Organizational Culture (Org_Cul)</td>
<td>10</td>
<td>0.920</td>
<td>0.697</td>
<td>0.914</td>
<td>Valid and Reliable</td>
</tr>
<tr>
<td>Teacher Participation (Teach_Part)</td>
<td>10</td>
<td>0.940</td>
<td>0.755</td>
<td>0.936</td>
<td>Valid and Reliable</td>
</tr>
</tbody>
</table>

Source: processed primary data, 2021
3 RESEARCH RESULT AND DISCUSSION

3.1 Research Result

3.1.1 Data analysis

Three data processing and analysis techniques were used in this study: first, the validity and reliability test was performed using SPSS Version 25 to determine the strength and durability of the questionnaire as well as the relationship between indicators and variables. The second test of the measurement model analysis was performed to determine whether the measurement model was consistent with the data obtained. The third step is to examine the structural model to determine the relationship between the variables and the validity of the hypothesis. The AMOS (Analysis of Moment Structure) Version 6.0 tool is used in the second and third stages.

3.1.2 Goodness of fit test

Overall model fit is called the model feasibility test, there are several methods of goodness according to the overall model, namely Chi square, Probability, RMSEA, GFI, CFI, and CMIN/DF. (Hair et al, 2010). Several goodness of fit indices are used in this study, including Chi square, Probability, RMSEA, GFI, CFI, and CMIN/DF based on the table view below:

3.1.3 Descriptive analysis

This study's description analysis is based on the results or ratings of the accreditation of Junior High Schools in Semarang and its surrounding areas from 2017 to 2020, with 211 principals as respondents. As shown in the table below, variable descriptions describe the samples used in this study.

<table>
<thead>
<tr>
<th>Variable</th>
<th>No of Item</th>
<th>Min.</th>
<th>Max.</th>
<th>Mean</th>
<th>Standard Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Implementation of Quality Assurance (Impl_Quality)</td>
<td>10</td>
<td>29</td>
<td>50</td>
<td>34.33</td>
<td>5.094</td>
</tr>
<tr>
<td>Principal Leadership (Princ_Lead)</td>
<td>10</td>
<td>27</td>
<td>50</td>
<td>33.20</td>
<td>5.047</td>
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<tr>
<td>School committee role (Comm)</td>
<td>10</td>
<td>10</td>
<td>50</td>
<td>42.16</td>
<td>4.457</td>
</tr>
<tr>
<td>Organizational Culture (Org_Cul)</td>
<td>10</td>
<td>18</td>
<td>50</td>
<td>43.73</td>
<td>4.689</td>
</tr>
<tr>
<td>Teacher Participation (Teach_Part)</td>
<td>10</td>
<td>30</td>
<td>50</td>
<td>46.700</td>
<td>3.922</td>
</tr>
</tbody>
</table>

Source: processed primary data, 2021

The table above shows that Impl_Quality has an average (mean) of 34.43 and a standard deviation of 5.094. Junior High Schools in Semarang have the highest level of Impl_Quality, with 12 schools, Semarang Regency with 1 schools, Grobogan Regency with 2 schools, Demak Regency with 2 schools, and Kendal Regency with 4 schools. Meanwhile, the lowest Quality Impl is found in as many as 1 Junior High School Kendal Regency.
Comm has a mean of 46.12 and a standard deviation 4.457. Junior High Schools in Semarang City have the most comm with 11 schools, Demak regency with 1 schools, Semarang regency with 3 schools, Salatiga city has one, Grobogan regency with 7 schools, and Kendal regency with 5 schools. Meanwhile, the lowest comm in Grobogan regency Junior High Schools with 1 schools.

The mean for Princ_Lead is 4.416, with a standard deviation of 5.047. Junior High Schools in Semarang City have the most Princ_Lead, with 15 schools, Demak regency with 3 schools, Semarang regency with 2 schools, Grobogan regency with 9 schools, and Kendal regency with 8 schools. Meanwhile, Junior High Schools Grobogan regency has the lowest Princ_Lead with 1 school.

Org_Cul has a mean of 4.3.73 with a standard deviation of 4.689. The highest Org_Cul is owned by Junior High Schools in the city of Semarang with 16 schools, Demak regency with 1 school, Grobogan regency with 7 schools, Semarang regency with 3 schools and Kendal regency with 3 schools. While the lowest Org_Cul is owned by Junior High Schools in Grobogan regency with 1 school.

Teach Part has a mean of 46.70 and a standard deviation of 3.922. Junior High Schools in Semarang have the highest Teach Part with 25 schools, Demak regency has 6 schools, Grobogan regency has 10, Semarang regency has 9, and Kendal regency has 11. Meanwhile, Junior High Schools in Grobogan regency, with 1 school, and Semarang regency, with 1 school, have the lowest Teach Part.

3.1.4 Path analysis

The path analysis results show that Princ_Lead has a very strong influence on comm, with an estimated value of 0.726 (p < 0.001). However, Imp Qualität contributes the least, with an estimated value of 0.137. This study tested nine hypotheses, and the results of all hypotheses were accepted, as shown in the table below.

<table>
<thead>
<tr>
<th>Hypothesis</th>
<th>Variable</th>
<th>Estimate</th>
<th>p</th>
<th>Remark</th>
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</thead>
<tbody>
<tr>
<td>H1</td>
<td>COM</td>
<td>---</td>
<td>0.726</td>
<td>***</td>
</tr>
<tr>
<td>H2</td>
<td>ORG_CULT</td>
<td>---</td>
<td>0.537</td>
<td>***</td>
</tr>
<tr>
<td>H3</td>
<td>TEASCH_PART</td>
<td>---</td>
<td>0.381</td>
<td>***</td>
</tr>
<tr>
<td>H4</td>
<td>ORG_CULT</td>
<td>--- COMM</td>
<td>0.255</td>
<td>***</td>
</tr>
<tr>
<td>H5</td>
<td>IMPL_MUTU</td>
<td>--- COMM</td>
<td>0.137</td>
<td>0.008</td>
</tr>
<tr>
<td>H6</td>
<td>IMPL_MUTU</td>
<td>--- TEASCH_PART</td>
<td>0.257</td>
<td>***</td>
</tr>
<tr>
<td>H7</td>
<td>TEASCH_PART</td>
<td>--- ORG_CULT</td>
<td>0.410</td>
<td>***</td>
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<tr>
<td>H8</td>
<td>IMPL_MUTU</td>
<td>--- ORG_CULT</td>
<td>0.165</td>
<td>0.042</td>
</tr>
</tbody>
</table>

Source: processed primary data, 2021

According to the analysis table above, Princ_Lead has an effect on Comm, Org_Cult, and Teach_Part. Comm has an effect on Org_Cult and Impl_Mutu. Teach_Part has an effect on Impl_Mutu. Org_Cult has an effect on Teach_Part and Impl_Mutu.
The chi square value is 0.480 with a probability of 0.785 > 0.05, the RMSEA value is 0.040 < 0.080, the GFI value is 0.997 ≥ 0.900, the CFI value is 0.999 ≥ 0.900, the CMIN/DF value is 1.392 < 2.00, and the AGFI value is 0.962 ≥ 0.900, according to the table above. These findings indicate that the suitability test of this model produces a high level of acceptance, implying that the structure of the modeling analysis in this study can be carried out.

The model is thought to be fit, as evidenced by goodness-of-fit results (Heri Yanto, 2021). The chi squared model of 3.841 (p > 0.05) indicates that the sample and population covariance matrices are not different. The analysis results show that CMIN/DF has a value of < 2,000 and a maximum threshold of 3.0. GFI is 0.900, with a minimum value of 0.900. According to this study, the GFI value still meets the requirements. The CFI test result is 0.900 with a threshold of 0.900, but the RMSEA result is 0.080 with a threshold of 0.080. A RMSEA value of 0.05 to 0.08 is considered acceptable. The RMSEA empirical test results are appropriate for testing confirmatory models or competing strategy models with large samples (Ghozali, 2014: 67).

4 DISCUSSION

Quality assurance for Junior High Schools is the standardization of quality owned by each region's school (Junior High Schools). Top and middle managers are in charge of quality standardization, which includes internal quality assurance in the form of learning supervision and administrative supervision. Meanwhile, the education office in each region provides...
external supervision in the form of an assessment of the principal's performance, and the National Accreditation Board for Schools/Madrasah in each province provides accreditation. The internal and external quality assurance system consists of eight national education standards: content standards, process standards, graduate competency standards, facilities and infrastructure standards, educators and education personnel standards, financing standards, management standards, and assessment standards (Permendikbud number 57 of 2021 concerning Standards National Education, article 3). As evidenced by 443 Junior High Schools, 236 Junior High Schools (53.3%) do not yet have an accreditation certificate in the superior category (A), indicating that school accreditation in Semarang and its surroundings does not reflect optimal quality assurance.

The principal's (Princ_Lead) leadership influences organizational culture (Org_Cul). The number 0.651 indicates that the Princ_Lead has a significant influence on Org_Cul. The majority of principals agreed that the Princ_Lead had a significant influence on Org_Cul. The principal's example of discipline in carrying out their duties, the principal's failure to maximize the results of learning supervision, and the principal's lack of entrepreneurial instinct in managing school activities all have a negative impact on the school's organizational culture. This is consistent with Djafri's (2015) study, which states that leadership style can affect teacher organizational culture because the creation of a good organizational culture binds each individual in values, rules, policies, and procedures in every behavior to run it as part of organizational rules. Teacher empathy can be influenced by the principal's leadership style. It means that when teachers have difficulties in the teaching and learning process, the principal's leadership can provide assistance services to improve quality, innovation, and creativity.

The principal's leadership (Princ_Lead) influences teacher participation (Teach_Part). Princ_Lead has a significant influence on Teach_Part, as indicated by the value 0.382. The majority of principals agree that Princ_Lead has a significant impact on Teach_Part. The principal's exemplary discipline in carrying out their duties, principals who have not been maximal in utilizing the results of learning supervision, and a lack of entrepreneurial instincts in managing school activities are all negative influences on the role of school committees. Muhassanah (2020) states that the principal's leadership is influenced by the following aspects: 1) the leadership function of the principal's charisma can be seen from the principal's attitude, namely exemplary, trustworthy, able to carry out the mandate, respected by fellow school members, and can make the best decisions for school interests; 2) principals who have good leadership can also be seen from their ability to motivate teachers so that they become more enthusiastic; 3) leadership in this study is also seen from the intellectual stimulus from a school principal, such as: giving equal rights to every teacher, fostering innovation, supporting the way teachers work, involving teacher participation in solving problems, and having intelligence/intellectuals. .

According to Raberi (2020), successful supervision is demonstrated by principals' ability to conduct effective learning, develop good leadership characteristics, develop staff, manage teaching staff, and form responsive and anticipatory attitudes in school personnel. Then, the principal can then lead the school toward a better change, creating a safe and orderly school environment. Furthermore, the principal under their supervision must be able to lead openly and motivate school personnel to excel.

The role of the school committee (Comm) influences organizational culture (Org_Cul). This is indicated by the number 0.652, meaning that committee has a strong influence on BO. Most school principals strongly agree that school committees have a role in creating organizational culture. the school committee has not been maximal in giving consideration to schools, can create a school organizational culture. Meanwhile, school committees that rarely
monitor exam results and monitor the socio-cultural conditions of the school do not have a good impact on creating an organizational culture

The role of the school committee (Comm) influences the implementation of quality assurance (Imp_mutu), this is indicated by the number 0.600 which means it has a strong relationship. Some school principals strongly agree that committee has a strong influence on the implementation of school quality assurance. Giving consideration to school facilities and infrastructure can create a comfortable learning atmosphere which has the impact of increasing the standardization of school facilities and infrastructure. Meanwhile, the minimal role of school committees in dealing with school exams and school culture has a negative effect on improving school quality assurance.

Suwanto (2019) which states that the quality of education can be improved if there is a good role for the school committee. These findings suggest that efforts to increase the role of the school committee are efforts to increase the motivation for educational quality. Jannah, (2020) states that whether the role of the school committee is good or not has no effect on improving the quality of graduates. Kardoyo (2005) shows that the high role of schools does not necessarily improve the quality of graduates. The quality of graduates will increase with the support of a high school committee role and accompanied by a quality learning process. Meanwhile, the role of the school committee on quality graduates has a significant direct effect.

Organizational culture (Org_Cul) influences teacher participation (Tea_Part), as indicated by the value of 0.403, indicating a strong relationship. The majority of principals agree that the organizational culture that has been implemented in schools plays an important role in increasing teacher participation in carrying out their duties and responsibilities. A comfortable work environment is thought to have a significant impact on teacher participation in achieving school goals. Meanwhile, the financial incentives given to teachers and administrative staff by school principals that are still inadequate have a negative impact on teacher participation.

Pramana (2012), who states that an expected result can be achieved optimally through alignment with the person's work environment. Therefore, organizational culture has an impact on employee performance. In this study, organizational culture takes the form of organizational goals, excellence values, unity of interest values, service-focused values, and disciplined control values. It is clear from the descriptive description that the teacher values all manifestations of this culture. This condition explains the findings of organizational culture's positive influence on teacher performance. Because organizational culture has an impact on teacher participation, the higher the level of organizational culture, the greater the impact on teacher participation. The number 0.172 indicates how organizational culture (Org_Cul) affects the implementation of quality assurance (Impl_Quality). This means that it is closely related to the implementation of quality assurance. The majority of principals agree that organizational culture has an impact on the implementation of quality assurance in schools. Teachers' and employees' enthusiasm and discipline in carrying out their duties and functions can improve school quality. While minimal rewards can reduce motivation to work. According to Jannah (2020), the better the school culture, the higher the quality of the learning process. School culture must be developed in schools because it provides opportunities for school components and has an impact on developing a strong school culture. Because organizational culture has an impact on quality assurance implementation, the higher the level of organizational culture, the higher the level of quality assurance implementation.

Teacher participation (Teach_Part) has an effect on quality assurance implementation (Impl_Quality), as indicated by the value 0.226, indicating that Teach_Part has a very strong influence on Impl_Quality. This means that the level of quality assurance implementation will be affected by the level of teacher participation. This means that the hypothesis that teacher participation has a positive and significant effect on quality assurance implementation has been
Teacher participation (Teach_Part) influences quality assurance implementation (Impl_Quality). This is indicated by the value 0.343, indicating a strong relationship. According to the findings of this study, the majority of principals strongly believe that teacher participation can influence the implementation of school quality assurance. Teachers who strive to help their students grow can have a significant impact on the character and achievements of their students. Similarly, teachers who serve as role models for their students and their surroundings can help to improve school quality. While there are still teachers who have not used learning resources that are relevant to students' interests and who lack sufficient knowledge and understanding of educational media, school quality assurance will suffer.

Dewi et.al (2020), who discovered that the results of teacher work discipline with the quality of education have not shown how much influence it has. Based on these findings, it can be stated that teacher work discipline has an effect of 83.5% on the quality of education. Work discipline plays an important role in improving educational quality. Ngadi (2020) states that teachers are still less sensitive to their surroundings, where they demand their rights as individuals rather than prioritizing their obligations as teachers, namely someone who needs to be an example in social life. Meanwhile, the dimension of awareness in the teacher's work on the variable of teacher discipline must be maintained and improved.

Teacher participation influences quality assurance implementation. This demonstrates that teacher participation affects the implementation of quality assurance, which has indicators of being a role model for students and their environment, assisting students in developing well, guiding students in a clear direction, and understanding the condition of students well. The teacher can then provide training in both intellectual and motor skills, seek learning resources that are relevant to student interests, encourage students to be enthusiastic and more active in their learning, have new ideas for problem solving, and have sufficient knowledge and understanding of various types of educational media. Teachers can also assess attitudes, knowledge, and skills that have a significant impact on the implementation of quality assurance in Semarang and its surrounding areas.

This is consistent with Ratna (2020), who states that the results of teacher work discipline with the quality of education have not shown how much influence it has, so the amount of influence is calculated manually using the following coefficient ozf determination formula: \( r^2 \times 100\% \). Where \( r \) denotes the correlation coefficient analysis value of 0.91. \( KD = r^2 \times 100\% = 0.912 \times 100\% = 0.83 \times 100\% = 83.5\% \). With these findings, it is possible to conclude that the teacher's work discipline has an 83.5% influence on educational quality, with the remaining 16.5% being caused by factors not observed by the author. Work discipline plays an important role in improving educational quality. This is consistent with Danim (as cited in Syaifullah, 2012).

5 CONCLUSION

The problem of implementing quality assurance for Junior High Schools in Semarang and its surroundings has not been maximized, as evidenced by the achievement of external quality assurance standards (SPME) in the form of accreditation with predicates C (enough) and B (good). The researcher's initial hypothesis is that the role of school committees, organizational culture, and teacher participation influence quality assurance implementation.

It is known that the variables mentioned above have a positive and significant effect on the implementation of quality assurance after conducting research on principals as respondents at Junior High Schools Semarang and its surroundings, totaling 211 (two hundred and eleven) with Path Analysis with AMOS. The study's findings show that the school committee, organizational culture, and teacher participation all have an impact on quality assurance.
implementation. The principal's and school committee's leadership have an impact on organizational culture. The organizational culture and leadership of the principal influence teacher participation. The role of the school committee is influenced by the principal's leadership. The school committee has an impact on organizational culture and quality assurance implementation. Teacher participation and quality assurance implementation are influenced by organizational culture. Quality assurance implementation is influenced by teacher participation. The role of school committees, organizational culture, and teacher participation are all influenced by principal leadership.

LIMITATIONS

The limitations of each variable only cover a portion of the competence of national education standards. First, the implementation variables of quality assurance indicators include content standards, process standards, facility and infrastructure standards, financing standards, and management standards. Second, there are variables of primary leadership competence in supervision, management, personality, and entrepreneurship. Third, the variable of the school committee's role includes the functions of advisor and control. Fourth, organizational culture variables include managerial indicators, work climate, and change agents. Fifth, teacher participation variables include personality standards, pedagogical standards, professional standards, and assessment standards.

FUTURE SCOPE

Recommendations based on the study's findings include the need to improve organizational culture in schools in order to create a conducive school environment in order to realize good quality education in line with the school's vision and mission, as well as to optimize the performance of teachers, principals, employees, and students whose results are optimal and in line with expectations. Furthermore, school committees' roles in supervising educational services in schools and providing considerations in determining and implementing education policies must be expanded so that school committees can make a significant contribution to improving school quality.

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