

CHAPTER V

CONCLUSION AND RECOMMENDATION

A. Conclusion

Based on the research findings and discussion above, this thesis entitled “The Influence of Principal Leadership and Engagement of School Committee toward the Effectiveness of Implementing School-Based Management” draws the conclusion with critical analysis of correlation coefficient technique on the impact magnitudes of each variable as the followings:

1. The Influence of Principal Leadership at the public elementary schools in Coblong sub-district is in the very high category. This result is shown by the average score calculation on the three key dimensions of the principal leadership, including: (1) Instructional Leadership, (2) Community Leadership, and (3) Visionary Leadership. However, the finding indicates that in each dimension, principals perform their roles in the school operations with very high level in term of improving instructional matters and encouraging the community involvements, yet they still exercise highly their roles in building a visionary commitment and designer for modeling and attracting the relevant stakeholders to get involved in school affairs (inspiring, facilitating, and bridging).

2. The Engagement of School Committee at the public elementary schools in Coblong sub-district is in the high category. This result is indicated by the average score calculation on the five key dimensions of the school committees’ involvements in the school affairs, namely: (1) making school policies, (2) policy appraisal, (3) provision of financial resources, (4) public relations, and (5) educational planning and evaluation. With these dimensions, the scores of average calculation show that the school committees’ participations are almost at the same level in term of executing their roles and functions in school operations.

3. The Effectiveness of Implementing School-Based Management at the public elementary schools in Coblong sub-district are in the high category. This result is shown by the calculation of average score on the effectiveness of school-

based management implementation in term of managing the local school over three main dimensions, namely: (1) budget management, (2) staff management, and (3) curriculum development. As a result, the indicators point out that every local school can manage their school at almost the same level, except the budget management is at higher level than the other two dimensions.

4. As shown in the data analysis results, the hypothesis testing reveals that the Influence of Principal Leadership contributing toward the Effectiveness of Implementing School-Based Management at Public Elementary Schools in Coblong sub-district, in Bandung city, Indonesia has impact of 36.240%, which is in the strong category of correlation coefficient. Whereas the Engagement of School Committee has impact of 37.454% contributing toward the Effectiveness of Implementing School-Based Management, which is in the strong category of correlation coefficient. The magnitude of Influence of Principal Leadership and the Engagement of School Committee have impact of 49.140% contributing toward the Effectiveness of Implementing School-Based Management, which is in the strong category of correlation coefficient, while the remaining 50.859% is influenced by the other factors.

As results, it can be concluded that although each variable shows the level of performances and participations of school principals and school committees at the 36 public elementary school in Coblong sub-district are at very high and high expectation, seeing the hypothesis testing result on the significant correlation of influence toward the effectiveness of implementing school-based management is not really high. This means the effect result is below 50%, which is still low that inevitably requires more improvement of the principals' performances and school committees' involvements to help enhancing the effectiveness of school-based management for school success.

B. Recommendation

Based on the conclusion above, the researcher would like to give some personal recommendation for improving the ineffective points as the following:

1. The principals at public elementary schools in Coblong sub-district should strengthen their roles and functions more, especially in the role of visionary leadership by promoting the clear vision of school to all stakeholders, designing, inspiring, and facilitating the parental and community involvements broadly.
2. The school committees at the 36 public elementary schools in Coblong sub-district should more foster their engagements in school affairs in term of sharing decisions, providing support to school, consulting ideas, especially promoting and bridging communications or public relations between the school and relevant stakeholders and partners.
3. Both principal and school committee should work together actively and harmoniously in term of discussing for new effective strategies to develop their school community through promoting the parental and community involvements in school operations.
4. And for the future, the membership of school committee in each school should be comprised of at least five members elected from students' parents, teachers, community leader, education professionals, and non-governmental organizations. Furthermore, the principals and school committee members should also develop the other relevant factors which significantly contribute to school improvement.