

The Effect of The Role of School Resources and School Performance on The Admission Strategy of New Students

Teddy Oswari¹, Siti Juariah^{1*}

Gunadarma University, Jakarta, Indonesia

Jl. Margonda Raya No. 100, Pondok Cina, Depok City, West Java 16431, Indonesia

*Email: sitijuariah658@gmail.com

ABSTRACT

This study aims to describe the role of school resources and school performance in order to create a strategy in increasing the acceptance of new students at private junior high schools in Bekasi district. The research approach used is a quantitative approach with case studies. The research instrument is human and non-human resources in the school. Collecting data using questionnaires to respondents. Respondents consisted of elements of the education office, foundation organs, all school members and parents/guardians of students. The analysis technique uses Multiple Linear Regression with SPSS version 25. The conclusion is that the role of the principal, the role of the teacher/educator, the principal's performance and the teacher's performance have a significant effect in influencing the strategy of accepting new students at Barhari Private Junior High School, Bekasi Regency or in other words accept H1.

Keywords: *Principal's role, teacher's role, principal's performance, teacher's performance, curriculum, service.*

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INTRODUCTION

A school will be able to achieve its vision, mission and goals if all components within the school organization can carry out their respective roles properly and responsibly. A school principal has main duties and functions, namely: a) Educator (Educator), b) Manager, c) Administrator, d) Supervisor, e) Leader (Leader), f) Innovator, and g) Motivator. Among the main tasks and functions mentioned above, one of the tasks related to managerial ability or management is as a school manager. As a manager in a school, the principal has roles, including: 1) compiling programs, 2) arranging personnel in school organizations, 3) mobilizing teachers, staff, and employees, and 4) optimizing school resources properly. (Purnama, 2016).

Responding to his roles, functions and responsibilities, a school principal should have a high commitment to his work in addition to being professional and dedicated. As a leader in a school, the principal is an individual who is required to be able to transform his abilities through guidance, guidance and empowerment to all school members in order to achieve optimal school goals. According to Murniati A.R. (2008), that the main role in carrying out the pattern of school management lies with the principal and all school members, either individually or together. The principal is the person who is responsible for running the wheels of the school organization. That managing students in the context of accepting new students, placing and developing student capacity is one of the competencies that must be possessed by school principals. Based on data on new student admissions at Brahari Private Junior High School, Bekasi Regency during the last 3 (three) years, the data shows a really significant decline. In the 2019/2020 school year there are 25 new students, the 2020/2021 school year is 17 students and the 2021/2022 school year is 7 students. The decline in the number of students from year to year is certainly a measure of the success of a school principal in leading a school.

Based on this description, it can be seen that the duties and roles of the principal as a manager have a very strategic position to achieve the school's vision, mission and goals that are expected by all school members. In this paper the author will only describe the role, performance of school principals and strategies to increase new students for the future. Management concerning human resources (personnel) as the main key in the implementation of all programs and activities in schools. The speed in achieving school goals is very dependent on the human resources owned by the school. (Suriansyah & ., 2015)

METHOD

The object of this research is the Principal and Teachers/Educators who work at the Brahari Private Junior High School, Bekasi Regency and the curriculum used in the school. Population and sample are essential in a study. Population is the overall generalization of objects and subjects that have certain qualities and characteristics determined by the researcher to be studied and drawn conclusions. Population is data that is of concern to us in a certain scope and time, (Margono, 2010). While the sample is part of the number and characteristics possessed by the population (Sugiyono, 2012).

The sample used is a type of mental judge sample, namely the sample is selected based on the opinion of the analysis and the results of the research used to draw conclusions about the items in the sample, namely actual observations. Sampling is a process of selecting, determining and calculating the size of the sample that will be the object or subject of research. The sampling technique is divided into 2 (two) groups, namely Probability Sampling and Non-Probability Sampling. Probability sampling includes Simple Random,

Proportionate Stratified Random, Disproportionate Stratified Random and Cluster Random. Meanwhile, Non Probability Sampling consists of Systematic Sampling, Quota Sampling, Accidental Sampling, Saturated Sampling, Purpose Sampling and Snowball Sampling, (Sugiyono, 2010).

In this study the authors adopted from previous researchers, namely Dr. Marwan Hamid, M. Pd & et al in his book entitled "Path Analysis and SPSS Application Version 25", the sampling technique used is non-probability samples, namely sampling techniques that do not provide equal opportunities or opportunities for each element or member of the population to be selected as the sample. While the determination of the number of respondents (samples) is done through the Saturated Sampling method. Saturated sampling is a sample that represents the total population, this is done because the total population is considered small or less than 100. Kuncoro 2003 states that sampling can be done by including determining the target population, making a sampling frame, determining the sampling size, determining techniques, plans sampling and conducting sampling. (Hamid et al., n.d.)

Sampling includes some parents, educators/teachers, education staff, foundation organs and supervisory supervisors. Which consists of: Supervisors (Education Office) 1 person, Foundation Organ 2 people, Principal 1 person, Educators / Teachers 9 people, Educational staff 5 people and Parents of students / guardians of students 100 people with a total sample of 118 people.

The questionnaire instrument was made in the form of a google form and distributed to respondents via social media whatsapp. In this study, the authors took questionnaire data from a sample of 118 respondents, consisting of all school residents, parents of students and related stakeholders, namely the Bekasi District Education Office. In this case, it involves the Superintendent of School Trustees.

The data used by the author in the preparation of this thesis required adequate and accurate data as a basis for research. The types of data used in this study consist of secondary data, namely data obtained through sources in the form of books or literature, notes and other sources related to the problems to be discussed in this study. Such as through library research, by reading and studying various articles, documents, and books related to writing. Primary data, namely data obtained from the results of field research through observation, interviews, and questionnaires.

Questionnaire is a data collection technique using a set of questions posed to respondents to obtain the desired data. The data taken is primary data, namely data taken from the answers to the questionnaires filled in by each respondent. The variable consists of two variables, namely the independent variable and the dependent variable, as follows. The independent or independent.

Likert scale is used to measure attitudes, opinions, and perceptions of a person or group of people about social phenomena. With a Likert scale, the variables to be measured are translated into variable indicators. Then the indicator is used as a starting point for compiling instrument items which can be in the form of questions or statements. The answer to each instrument that uses a Likert scale has a gradation from very positive to very negative. Research instruments that use a Likert scale can be made in the form of a checklist or multiple choice.

Validity is a measure that shows the validity of the instrument, so that validity testing refers to the extent to which the instrument performs its function. The instrument can be said to be valid if the instrument can be used to measure what is being measured (Sugiyono, 2008). If the researcher uses a questionnaire in collecting research data, the questionnaire

that he or she prepares must measure what it wants to measure. The instrument is said to be valid if t count is greater ($>$) than t table. In addition, it can also be seen from the significant value. If the significant value is less than 0.05 then the instrument can be said to be valid.

Reliability test is used to test the ability of a relatively consistent measurement result if the measurement is repeated two or more times (Ghozali, 2005: 42). Reliability concentrates on the issue of measurement accuracy and results. In other words, reliability shows how much the measurement can give relatively no different results when repeated measurements are made on the same subject. Testing the reliability of the measuring instrument in this study uses the reliability of the alpha (α) method which is generally considered reliable if the value of > 0.70 then the Cronbach method is used. In processing the data, the researcher uses the SPSS program. (Riskawati, 2013)

The limit value used for the degree of reliability is Cornbach, with a standard that is generally widely accepted in the form of indicators that get a coefficient greater than 0.70 and are declared reliable. This research trial was conducted on 100 sample members of the respondent.

Test data requirements are very necessary in determining the test statistics to be used. Path analysis, also known as part analysis, was first developed in the 1920s by a geneticist, Sewall Wright. Path analysis is a technique for analyzing causal relationships that occur in multiple regression, if the independent variable affects the dependent variable. The dependence is not only direct but also indirect. Path analysis model is used to analyze the pattern of relationships between variables with the aim of knowing the direct or indirect effect of a set of independent variables on the dependent variable, also known as the causal relationship pattern. Therefore, in this study the path analysis framework only revolves around the variables X_1 , X_2 , X_3 , X_4 and X_5 which affect the Y variable or how much is the causal or simultaneous influence of a set (X_1 , X_2 , X_3 , X_4 and X_5) on the dependent variable (Y). The author in this study used multiple linear regression analysis tools. (Rini Alfatiyah, Sofian Bastuti, 2020)

RESULTS AND DISCUSSION

Before processing the questionnaire data, the writer first identified the characteristics of each respondent consisting of age, gender, education level, and the respondent's work unit. In identifying the age level, the author divides it into 4 criteria, namely age 30 years, age 40 years, age 50 years and age 65 years. It is known that for respondents who have an age level consisting of age 30 years as many as 5 people (5%), age 40 years as many as 36 people (36%), age 50 years as many as 44 people (44%) and age 65 year as many as 15 people (15%).

In identifying gender, the authors divide into 2 criteria, namely male and female. It is known that 49 people (49%) were male respondents, while 51 people (51%). In identifying the level of education, the authors divide the level of education into 4 criteria, namely: Strata two (S_2), Strata one (S_1), Diploma III and equivalent high school. It is known that for respondents who have education levels, namely: SLTA Equivalent as many as 85 people (85%), for Diploma III (D_3) as many as 1 person (1%), for Strata one as many as 10 people (10%) and Strata two (S_2) as many as 4 people (4%).

Identifying work units, the authors divide work units into 4 criteria, namely: Education Office, Foundations, Schools and Communities. It is known that for respondents based on work units, namely: elements of the education office as many as 1 person (1%), elements of

the foundation as many as 2 people (2%), elements of the school as many as 15 people (15%) and elements of the community as many as 82 people (82%).

In research, data has the highest position because the data is a description of the variables studied and serves as a hypothetical tool. In the validity and reliability test, 100 samples of data were used to be tested. The normality test is said to be normal if the significance level value (data) > 0.05 , and vice versa if the significance (data) < 0.05 is considered abnormal. Based on the Normal P-P Plot image above, the distribution of points is relatively close to a straight diagonal line, so it can be concluded that the residual (data) is normally distributed. The weakness of the normality test with the Normal P-P Plot lies in the criteria for being near or far from the distribution of points. In this case, there is no clear limit on the near or far distribution of the points, so it is very possible to draw conclusions from errors. This condition ultimately depends on the subjectivity of the person who sees it or the observer.

The value of VIF (Variance Inflation Factor) < 10.00 and the value of tolerance value > 0.100 means that there is no multicollinearity in the research data. In the following table, the results of the multicollinearity test will be presented. Based on the table above, it is known that the VIF of the curriculum role variable (X1) is 2,939, the principal's role variable (X2) is 9.575, the teacher/educator role variable is 4.319, the principal's performance variable is 2.894, and the teacher/teacher performance variable educators have a value of 3.022, is < 10.00 and the tolerance value of X1, X2, X3, X4 and X5 > 0.100 , then the data has no symptoms of multicollinearity.

There is no heteroscedasticity if there is no clear pattern (wavy, widening or narrowing) in the scatterplot image and the points spread above or below the number 0 on the Y axis. Based on the table above, it can be concluded that there is no clear pattern forming waves, widening or narrowing, the points spread above and below the number 0.0 on the Y axis. So it can be concluded that there are no symptoms of heteroscedasticity in the data.

Multiple linear regression analysis is used to determine whether or not the influence of the independent variable (independent) and the dependent variable (dependent). The following table will be presented as a tool for multiple linear regression analysis, namely.

Table 1. Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients		Collinearity Statistics	
		B	Std. Error	Beta	t	Sig.	Tolerance VIF
1	(Constant)	0,490	2,816		0,174	0,862	
	The role of curriculum	0,082	0,106	0,057	0,774	0,441	0,340 2,939
	The role of principle	0,265	0,087	0,403	3,034	0,003	0,104 9,575
	The role of teacher	0,933	0,162	0,513	5,757	0,000	0,232 4,319
	Principle's performance	-0,253	0,081	-0,229	-3,135	0,002	0,346 2,894
	Teacher's Performance	0,431	0,163	0,197	2,643	0,010	0,331 3,022

a. Dependent Variable: The strategy of receiving new students

Based on the table above, the linear regression formula can be obtained as follows : $Y = (0,490) + 0,082 X_1 + 0,265 X_2 + 0,933 X_3 - 0,253 X_4 + 0,431 X_5$

The interpretation of the regression above is as follows. If all independent variables have a value of zero (0) then the value of the dependent variable (β) is 0.490. Role of Curriculum (X_1) on η (Y). The value of the curriculum role coefficient for the X_1 variable is 0.082. This means that for every increase in the role of the curriculum by one unit, the variable η (Y) will increase by 0.082 with the assumption that the other independent variables of this multiple linear regression model remain. The role of the Principal (X_2) towards η (Y). The value of the principal's role coefficient for the X_2 variable is 0.265.

This means that for every increase in the role of the principal by one unit, the variable η (Y) will increase by 0.265 with the assumption that the other independent variables of this multiple linear regression model remain. The Role of Teachers/Educators (X_3) towards η (Y). The value of the coefficient on the role of teachers/educators for the X_3 variable is 0.933. This means that for every increase in the role of the teacher/educator by one unit, the variable η (Y) will increase by 0.933 with the assumption that the other independent variables of this multiple linear regression model remain. Principal's Performance (X_4) on η (Y).

The value of the principal's performance coefficient for the X_4 variable is 0.253 and is negative, this indicates that the principal's performance has an opposite relationship with systematic risk. This means that for every increase in the performance of the principal of one unit, the variable η (Y) will decrease by 0.253 with the assumption that the variable η (Y).

He other independent of this multiple linear regression model remains. Teacher/Educator Performance (X_5) against η (Y). The value of the teacher/educator's performance coefficient for the X_5 variable is 0.431. This means that for every one unit increase in the performance of teachers/educators, the variable η (Y) will increase by 0.431 with the assumption that the other independent variables of this multiple linear regression model remain. From the table, the calculated F value is 89.778 with a probability value (sig) = 0.000. The calculated F value (89.778) > F table (2.31), and the sig value is less than the probability value of 0.05 or 0.000 value <0.05 then H_1 is accepted, meaning simultaneously (together) the role of the curriculum, the role of the principal schools, the role of teachers/educators, principals' performance and teacher performance have a significant effect on β . Then H_0 is rejected.

The coefficient of determination is used to find out how big the relationship of several variables is in a clearer sense. The coefficient of determination will explain how much change/variation in one variable can be explained by changes in other variables. The value of this coefficient is between 0 and 1, if the result is closer to zero (0) it means that the ability of the variables is very limited, but if it is close to 1, it means that the independent variables (free) provide almost all the information needed to predict the variation of the dependent variable (bound).

Table 2. Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,909 ^a	0,827	0,818	1,256
a. Predictors: (Constant), Teacher's performance, The role of curriculum, The role of principle, The role of teachers, The role of Principle				
b. Dependent Variable: the strategic of student's recruitment				

Based on the table above, it is known that the Adjusted R Square value is 0.818. This means that the role of the curriculum, the role of the principal, the role of the teacher/educator, the performance of the principal and the performance of the teacher/educator have an effect of 81.8% on systematic risk, while 18.2% is influenced by other variables not discussed in this study. Because the value of R Square tends to approach the value of 1, it can be concluded that the ability of the independent variables to explain almost all the information needed to predict the variation of the dependent variable.

Discussion

In this study, the role of the teacher/educator has a significant effect on systematic risk, or in other words H1 is accepted because the resulting probability value is <0.05 . The role of the teacher/educator can be seen in the strategy of forming the character of students, from the perspective of the teacher's strategy it can be done through direct example every day so that it grows into habituation. Doing learning and touching the heart with kind and touching words to students. Character education seeks to help students become more morally disciplined, responsible and become citizens who behave well and are disciplined. This opinion is in line with the researcher. previously (Setyaningrum & Husamah, 2011) and (Ahmad Suriansyah & Aslamiah, 2015).

In this study, the principal's performance has a significant effect on systematic risk, or in other words H1 is accepted because the resulting probability value is <0.05 . The principal's performance can be seen from the instructional leadership that leads to creative and continuous efforts to make changes in the learning process in schools. In addition, local curriculum development is based on regional needs.

Being active in responding to various developments of learning innovation and always trying to get innovation against the changes that occur. By acting as a ball picker so that you can update information early in the learning process. This research is in line with previous research (Basilius Redan Verg, 2014) and (Armin Haluti & Snebar Sudirman, 2018).

In this study, the performance of teachers/educators has a significant effect on systematic risk, or in other words H1 is accepted because the resulting probability value is <0.05 . The performance of teachers/educators can be seen from the ability to master the learning material, the higher the teacher/educator in mastering the material, the more students' motivation to learn. Vice versa. Learning management in this case can be shown how teachers/educators have learning strategies that can foster student learning motivation. This means that the higher the teacher in mastering the management of learning, the higher the learning motivation of students. In addition, teachers / educators as professionals, who have work motivation. The higher the professional ability of a teacher / educator will be able to improve performance shown by the competence of the teacher / educator in terms of knowledge, skills and individual qualities automatically leading to good and quality

performance. This study is in line with previous researchers (S. Eko Putro Widoyoko & Anita Rinawati, 2012) and (Lilik Rachmawati & Laurens Kaluge, 2020).

CONCLUSION

From the results of the study, it can be concluded that the strategy for accepting new students at the Brahari Private Junior High School in Bekasi Regency consists of several variables, namely the role of the curriculum, the role of the principal, the role of the teacher/educator, the performance of the principal and the performance of the teacher/educator. Of the five variables, there are four variables, namely the role of the principal, the role of the teacher/educator, the principal's performance and the very dominant teacher's performance in forming a strategy for accepting new students at the Brahari Private Junior High School, Bekasi Regency. While one variable, namely the role of the curriculum is not dominant. However, simultaneously these five variables have a significant influence on the strategy of accepting new students at Barhari Private Junior High School, Bekasi Regency. From the variables tested by the author, the analysis results obtained by testing the validity and reliability that the five variables (the role of the curriculum, the role of the principal, the role of the teacher/educator, the performance of the principal and the performance of the teacher/educator) with the results of each variable are valid and show a fairly high reliability rate.

However, in the Multiple Linear Regression analysis, it was found that the role of the principal, the role of the teacher/educator, the principal's performance and the teacher's performance had a significant effect in influencing the strategy of accepting new students at Brahari Private Junior High School, Bekasi Regency or in other words, accept H1. While the role of the curriculum is not significant in influencing the strategy of accepting new students at Brahari Private Junior High School, Bekasi Regency. The author feels that this is sufficient to answer the purpose of this paper.

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