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Associations of Principal Leadership, Teacher Professionalism, and School Committee Participation with Perceived Educational Quality in Public Elementary Schools in West Ungaran District, Indonesia

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ABSTRACT

Purpose: This study examined the associations of principal leadership, teacher professionalism, and school committee participation with perceived educational quality in public elementary schools in West Ungaran District, Indonesia. **Methods:** A quantitative causal-effect design was employed involving 195 respondents, comprising 17 principals, 161 teachers, and 17 school committee members. Data were collected through questionnaires and documentation and analyzed using descriptive statistics and simple and multiple linear regression with SPSS. **Findings:** The multiple regression analysis indicated that principal leadership, teacher professionalism, and school committee participation were significant predictors of educational quality when examined simultaneously. The model explained 91.4% of the variance in educational quality. Principal leadership had a positive regression coefficient, whereas teacher professionalism and school committee participation had negative coefficients within the simultaneous model. **Research Implications:** The findings highlight the importance of integrated school management that coordinates leadership practices, teacher professional development, and school–community partnerships. School leaders should consider these dimensions collectively when planning quality improvement initiatives. **Originality:** This study provides context-specific empirical evidence by examining the combined associations of principal leadership, teacher professionalism, and school committee participation with educational quality in public elementary schools in West Ungaran District.

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INTRODUCTION

Educational quality is an important component in achieving the objectives of national education. The Constitution of the Republic of Indonesia mandates the development of the intellectual life of the nation, making educational quality improvement an essential part of national educational development. Educational quality refers to the quality of products produced by educational institutions or schools. The achievement of educational objectives requires educational institutions to manage various components systematically so that the educational process can produce graduates who meet established expectations. Educational quality is therefore not limited to student learning outcomes but is also related to the quality of educational processes, human resources, management, facilities, and stakeholder involvement. The complexity of these components makes educational quality a continuing concern in the development of Indonesian education (Aziz, 2015).

School-Based Management provides an institutional framework for improving educational quality by giving schools greater responsibility in managing educational resources and implementing educational programs according to their respective conditions. The implementation of School-Based Management is associated with decentralization and regional autonomy in education, allowing schools to develop management practices that involve various stakeholders. The planning, implementation, and supervision of education at the early childhood, primary, and secondary levels apply school-based management characterized by independence, partnership, participation, transparency, and accountability (Peraturan Pemerintah Republik Indonesia Nomor 57 Tahun 2021 Tentang Standar Nasional Pendidikan, 2021). These principles indicate that educational quality improvement cannot rely solely on the

internal capacity of schools but requires cooperation among principals, teachers, school committees, parents, communities, and other educational stakeholders. School management consequently needs to create an environment in which each stakeholder can contribute according to their respective roles and responsibilities.

Principal leadership is one of the important components in educational quality management. At the school level, the principal functions as a driving force in efforts to improve educational quality and is expected to initiate significant changes through the ability to analyze school conditions and manage the school environment (Widodo, 2011). The principal's role is closely associated with the management of school resources, the development of teachers and staff, the implementation of educational programs, and the creation of an environment conducive to learning. The principal is responsible for managing educational activities from input and process to output and is expected to perform administrative and managerial functions professionally (Widodo, 2011). Principal leadership consequently becomes an important mechanism for coordinating the various components of school management. Effective leadership can provide direction for school programs, facilitate cooperation among school members, and encourage continuous efforts to improve the quality of educational services.

The quality of educational management is also closely related to the ability of principals to respond to problems encountered by schools. School leaders are required to understand existing conditions, formulate appropriate programs, mobilize available resources, and conduct supervision to ensure that educational activities remain aligned with established objectives. The principal also has a strategic position in encouraging teachers and other school personnel to improve their performance. Principal leadership therefore has a managerial dimension as well as a developmental dimension because school leaders are expected to create conditions that support the professional growth of teachers and the continuous improvement of educational services (Widodo, 2011).

Teacher professionalism represents another important component in improving educational quality. Several factors associated with low educational quality include inadequate learning facilities, dependence on a single textbook, monotonous teaching methods, limited classroom discussion, and insufficient student engagement. These conditions emphasize the importance of professional and competent teachers in improving the quality of educational processes (Mulyasa, 2022). Professional teachers are expected to possess adequate knowledge, pedagogical abilities, responsibility, and commitment to the learning process. Their professionalism is reflected not only in the delivery of learning materials but also in their ability to select appropriate learning strategies, monitor student progress, evaluate learning outcomes, and reflect on the effectiveness of learning activities.

Teacher professionalism is supported by a national regulatory framework. Teachers are recognized as professional educators who are responsible for educating, teaching, guiding, directing, training, assessing, and evaluating students at the early childhood, primary, and secondary education levels (Peraturan Menteri Pendidikan Dan Kebudayaan Republik Indonesia Nomor 23 Tahun 2017). Teachers are also required to possess academic qualifications, competencies, educator certification, physical and mental health, and the ability to realize national educational objectives. Academic qualifications are obtained through higher education programs at the undergraduate or diploma-four level (Peraturan Pemerintah Nomor 19 Tahun 2005 Tentang Standar Nasional Pendidikan, 2005). These requirements demonstrate that teacher professionalism is not merely associated with formal status but also with the continuous development of competence and responsibility in performing educational tasks.

Teacher professionalism contributes to the quality of the learning process because teachers interact directly with students and determine many aspects of classroom practice. Professional teachers need to master the subject matter, design appropriate learning experiences, monitor student learning outcomes, and undertake systematic reflection on their teaching practices. Professional development is consequently an ongoing process that requires teachers to improve their knowledge and skills in accordance with changes in educational needs. The development of teachers as human resources is an important part of school management because teacher quality contributes to the effectiveness and efficiency of educational institutions (Indonesia, 2005).

School committee participation represents another factor associated with educational quality. School committees are independent institutions established to participate in improving educational service quality by providing consideration, direction, support for personnel and educational facilities, and supervision at the school level (Undang-Undang Republik Indonesia Nomor 20 Tahun 2003 Tentang Sistem Pendidikan Nasional, 2003). The existence of school committees provides an institutional mechanism for community participation in school management. Participation may take various forms, including providing advice, supporting school programs, assisting in the provision of facilities and resources, monitoring school activities, and facilitating communication between schools and the community. School committee participation is therefore relevant to the implementation of School-Based Management, particularly the principles of partnership and participation.

School committee participation also has an important role in supporting the availability and management of school resources. Cooperation between schools and school committees can strengthen community involvement and support school programs, including financial and physical development (Rukanto, 2018). The functions of school committees extend beyond financial support because they may provide consideration to principals and stakeholders in the provision of facilities and infrastructure, support effective and efficient distribution of facilities, control and inventory school facility needs, and act as mediators in developing harmonious relationships among stakeholders to improve educational quality (Basith & Rahmawati, 2020). School committee participation can therefore be understood as a form of stakeholder engagement that supports school management from advisory, supportive, monitoring, and mediating perspectives.

The empirical condition of elementary schools in West Ungaran District provides a relevant context for examining these three factors. The 2025 Education Report data presented in the thesis indicate that educational quality and school-community participation vary among elementary schools. The thesis reports that five of 47 elementary schools, consisting of 28 public elementary schools, 11 private elementary schools, and eight madrasahs, had educational quality achievement below 80% and remained at a moderate achievement level. The condition indicates that educational quality improvement remains an important issue that requires attention to various aspects of school management and stakeholder involvement.

The Education Report also illustrates variation between schools. SD Negeri Bandarjo 03 recorded a learning quality score of 80 and a school-community participation score of 91.43. SD Negeri Bandarjo 02 recorded a learning quality score of 69.36 and a school-community participation score of 71.43. SD Negeri Lerep 02 recorded a learning quality score of 74.95 and a school-community participation score of 76.28, while SD Negeri Ungaran 05 recorded a learning quality score of 67 and a school-community participation score of 90.21 (Education Report, 2025). The variation indicates that educational quality and school-community participation do not necessarily demonstrate identical patterns across schools. Such variation provides an empirical basis for examining the extent to which principal leadership, teacher professionalism, and school committee participation are associated with educational quality.

The relationship among these variables can also be viewed from the perspective of school management. Principal leadership provides direction and coordination for the management of educational resources and school programs. Teacher professionalism supports the quality of the educational process through professional classroom practices, mastery of learning materials, monitoring of student outcomes, and reflective practice. School committee participation provides external and community-based support through advice, resources, supervision, and mediation. These three components operate within the broader principles of School-Based Management, which emphasize independence, partnership, participation, transparency, and accountability (Peraturan Pemerintah Republik Indonesia Nomor 57 Tahun 2021 Tentang Standar Nasional Pendidikan, 2021).

The empirical context of West Ungaran District also demonstrates the importance of examining educational quality through multiple organizational dimensions rather than focusing on a single factor. Educational quality is produced through interactions between school leadership, professional human resources, management processes, and stakeholder support. Principal leadership alone may not fully explain differences in educational quality when teacher professionalism and community participation are also important components of school management. Similarly, teacher professionalism operates within an organizational environment that is influenced by school leadership and the availability of stakeholder support. School committee participation also requires effective coordination with school leaders and teachers so that community contributions can be directed toward educational priorities.

Previous studies cited in the thesis have examined the roles of principals, teachers, and school committees in supporting educational quality. The existing studies provide an important theoretical and empirical foundation, but the specific combination of principal leadership, teacher professionalism, and school committee participation within the context of elementary schools in West Ungaran District remains important to investigate. The present study places the three variables within a single analytical model to examine their individual and simultaneous effects on educational quality. This approach provides an empirical basis for understanding how internal school leadership and professional capacity interact with community participation in supporting educational quality.

The research problem is therefore concerned with the extent to which principal leadership, teacher professionalism, and school committee participation contribute to educational quality in elementary schools in West Ungaran District. The study does not view educational quality as the result of a single organizational component but examines it through the combined contribution of leadership, professional practice, and stakeholder participation. Such an approach is consistent with the principles of school-based management, in which educational quality improvement requires the involvement and coordination of multiple actors within and outside the school.

This study aims to determine (1) the effect of principal leadership on educational quality, (2) the effect of teacher professionalism on educational quality, (3) the effect of school committee participation on educational quality, and (4) the simultaneous effect of principal leadership, teacher professionalism, and school committee participation on educational quality in elementary schools in West Ungaran District. The findings are expected to contribute empirical evidence to the field of educational management, particularly regarding the relationship between school leadership, teacher professionalism, stakeholder participation, and educational quality. The findings may also provide practical considerations for principals, teachers, school committees, and educational managers in strengthening school management and improving the quality of educational services.

METHOD

This study employed a quantitative approach with a causal-effect research design to examine the effects of principal leadership, teacher professionalism, and school committee participation on educational quality in public elementary schools in West Ungaran District during the 2025/2026 academic year. Quantitative research is used to examine relationships among measurable variables through numerical data and statistical procedures (Creswell, 2018). The causal-effect design was selected to examine the effects of the independent variables on the dependent variable (Sugiyono, 2024). The study involved three independent variables, namely principal leadership (X1), teacher professionalism (X2), and school committee participation (X3), and one dependent variable, namely educational quality (Y). The determination of the research variables was based on the conceptual framework and research objectives (Sugiyono, 2024).

The research was conducted in public elementary schools throughout West Ungaran District. The population consisted of principals, teachers, and school committee members because these groups are directly related to school leadership, learning implementation, and community participation in educational management. Population refers to a group of individuals who possess particular characteristics determined by the researcher as the basis for investigation and drawing conclusions (Creswell, 2018). The population in this study comprised 29 principals, 269 teachers, and 29 school committee members, resulting in a total population of 327 respondents. The schools constituted the research setting, while individual principals, teachers, and school committee members constituted the respondents and units of analysis.

The sampling technique used was proportionate sampling based on respondent groups. Proportionate sampling is used when a population consists of several groups with different numbers of members and each group needs to be represented proportionally in the sample (Sugiyono, 2024). The main research sample was determined at 60% of each population group, while 40% of each group was allocated for instrument testing. The main sample consisted of 17 principals, 161 teachers, and 17 school committee members, resulting in 195 respondents. The instrument-testing group consisted of 12 principals, 108 teachers, and 12 school committee members, resulting in 132 respondents. Respondents involved in instrument testing were excluded from the main research sample to maintain a distinction between the instrument-testing process and the primary data collection.

The research variables were operationalized through specific dimensions and indicators. Operationalization is necessary in quantitative research because research concepts need to be translated into measurable indicators that can be examined empirically (Creswell, 2018). Principal leadership (X1) was measured through seven dimensions: educator, manager, administrator, supervisor, leader, innovator, and motivator. Teacher professionalism (X2) was measured through commitment to students and learning, mastery of teaching materials, responsibility for monitoring learning outcomes, systematic thinking and reflection, and participation in professional organizations. School committee participation (X3) was measured through physical, financial, material, moral, and decision-making contributions. Educational quality (Y) was measured through graduate competence, educational content, learning processes, educators and education personnel, and educational management and supporting facilities. The determination of indicators was based on the operational definitions developed for each research variable (Sugiyono, 2024).

Data were collected using structured questionnaires and documentation. Questionnaires are used in quantitative research to collect standardized information from respondents concerning predetermined variables and indicators (Creswell, 2018). Four questionnaires were prepared to measure principal leadership, teacher professionalism, school committee participation, and educational quality. Each variable consisted of 40 questionnaire items, resulting in 160 items for the four variables. The questionnaire used a five-point Likert scale to measure respondents' responses to each statement. A Likert scale is commonly used to measure attitudes, perceptions, and responses toward a particular phenomenon through ordered response categories (Sugiyono, 2024).

Instrument validity was examined using the Pearson Product Moment correlation with the assistance of SPSS. Validity testing was conducted to determine whether each questionnaire item appropriately measured the variable represented by the item. Validity is an important consideration in quantitative measurement because an instrument should adequately represent the construct being investigated (Creswell, 2018). The validity test involved 132 respondents, with 40 items tested for each of the four research variables. The validity of each item was determined by comparing the calculated correlation coefficient with the critical value and examining the significance level. An item was considered valid when it met the established correlation criterion and had a significance value below 0.05 (Ghozali, 2018). The validity testing results indicated that the questionnaire items met the established validity criteria and were retained for the main research data collection.

Instrument reliability was tested using Cronbach's Alpha. Reliability testing is intended to determine the internal consistency of an instrument in measuring a particular construct (Creswell, 2018). An instrument is considered to have acceptable reliability when its Cronbach's Alpha coefficient exceeds 0.70 (Ghozali, 2018). The Cronbach's Alpha coefficient was 0.976 for principal leadership, 0.979 for teacher professionalism, 0.977 for school committee participation, and 0.978 for educational quality. All coefficients exceeded the established criterion, indicating that the instruments demonstrated high internal consistency and were suitable for use in the main research.

Data analysis consisted of descriptive and inferential statistical analysis. Descriptive analysis was used to describe the distribution and characteristics of responses for each research variable. Inferential analysis was used to examine the relationships and effects among the variables. Quantitative data analysis requires appropriate statistical procedures that correspond to the research objectives and characteristics of the data (Creswell, 2018). The preliminary assumption tests included normality, linearity, and multicollinearity tests.

Normality was examined using the One-Sample Kolmogorov-Smirnov test to determine whether the residual data followed a normal distribution. Linearity was examined using the Test for Linearity to determine whether the relationship between each independent variable and educational quality was linear. Multicollinearity was examined using tolerance and Variance Inflation Factor (VIF) values. Multicollinearity testing is conducted to identify excessive relationships among independent variables that may affect the regression model (Ghozali, 2018). A regression model is generally considered free from multicollinearity when the tolerance value is greater than 0.10 and the VIF value is below 10 (Ghozali, 2018).

Hypothesis testing employed simple linear regression and multiple linear regression. Simple linear regression was used to examine the individual effect of principal leadership, teacher professionalism, and school committee participation on educational quality. Multiple linear regression was used to examine the simultaneous effects of the three independent variables on educational quality. Regression analysis is used to examine the relationship between predictor variables and an outcome variable through statistical estimation (Creswell & Creswell, 2018). The multiple regression model was formulated as $Y = \beta_0 + \beta_1X_1 + \beta_2X_2 + \beta_3X_3 + e$, where Y represents educational quality, X1 represents principal leadership, X2 represents teacher professionalism, X3 represents school committee participation, β_0 represents the constant, β_1–β_3 represent the regression coefficients, and e represents the error term.

The partial effects of the independent variables were examined using the t-test. The t-test is used to determine the significance of the effect of an individual independent variable on the dependent variable (Ghozali, 2018). The simultaneous effect of the independent variables was examined using the F-test. The F-test is used to determine whether the independent variables collectively have a statistically significant relationship with the dependent variable (Ghozali, 2018). Product Moment correlation analysis was used to determine the strength and direction of relationships among the research variables (Sugiyono, 2024). The coefficient of determination (R^2) was used to determine the proportion of variation in educational quality explained by the independent variables in the regression model (Ghozali, 2018). Statistical significance was evaluated at the 0.05 level, and all statistical analyses were conducted using SPSS.

RESULTS

The regression analysis was preceded by assumption testing to determine whether the data met the requirements for regression analysis. The tests included normality, linearity, and multicollinearity using data from 195 respondents. The normality test was performed using the One-Sample Kolmogorov-Smirnov test on the *Unstandardized Residual*. The analysis produced a test statistic of 0.048 and an Asymp. Sig. (2-tailed) value of 0.200. The significance value was greater than 0.05, indicating that the residuals satisfied the normality assumption.

Table 1. Normality Test Results

Statistic	Unstandardized Residual
N	195
Mean	0.0000000
Std. Deviation	21.15887864
Absolute	0.048
Positive	0.045
Negative	-0.048
Test Statistic	0.048
Asymp. Sig. (2-tailed)	0.200

Source: Research data processing, 2026.

The linearity test examined the relationships between Principal Leadership (X_1), Teacher Professionalism (X_2), School Committee Participation (X_3), and Educational Quality (Y). The *Sig. Deviation from Linearity* values were 0.957 for X_1–Y, 0.742 for X_2–Y, and 0.621 for X_3–Y. Since all values exceeded 0.05, the three relationships satisfied the linearity assumption.

Table 2. Linearity Test Results

Nu.	Variable Relationship	F	Sig. Deviation from Linearity	Interpretation
1	Principal Leadership (X_1) – Educational Quality (Y)	0.684	0.957	Linear
2	Teacher Professionalism (X_2) – Educational Quality (Y)	0.873	0.742	Linear
3	School Committee Participation (X_3) – Educational Quality (Y)	0.918	0.621	Linear

Source: Research data processing, 2026.

The multicollinearity test produced Tolerance values of 0.527 for Principal Leadership, 0.470 for Teacher Professionalism, and 0.948 for School Committee Participation. The corresponding VIF values were 1.896, 2.128, and 1.055. All Tolerance values were above 0.10 and all VIF values were below 10.00, indicating that no multicollinearity was identified among the independent variables.

Table 3. Multicollinearity Test Results

Nu.	Independent Variable	Tolerance	VIF	Interpretation
1	Principal Leadership (X_1)	0.527	1.896	No multicollinearity
2	Teacher Professionalism (X_2)	0.470	2.128	No multicollinearity
3	School Committee Participation (X_3)	0.948	1.055	No multicollinearity

Source: Research data processing, 2026.

The results of the regression assumption tests indicate that the residuals were normally distributed, the relationships between the independent variables and Educational Quality were linear, and no multicollinearity was identified among the predictors. The analysis was subsequently continued with hypothesis testing using simple and multiple linear regression. The first hypothesis examined the effect of Principal Leadership (X_1) on Educational Quality (Y) using simple linear regression. The analysis yielded a constant of 180.576 and a regression coefficient of -0.034 for Principal Leadership. The estimated regression equation was $\hat{Y} = 180.576 - 0.034X_1$.

Table 4. Simple Linear Regression of Principal Leadership on Educational Quality

Model	B	Std. Error	Beta	T	Sig.
(Constant)	180.576	9.084	—	19.878	0.001
Principal Leadership (X1)	-0.034	0.052	-0.047	-0.654	0.514

Source: Research data processing, 2026.

The regression coefficient of −0.034 indicates a negative relationship between Principal Leadership and Educational Quality. However, the relationship was not statistically significant, as indicated by the significance value of 0.514, which exceeded the 0.05 threshold. The t-value of −0.654 further supports this interpretation. Therefore, the analysis does not provide sufficient statistical evidence to support H1, which states that Principal Leadership is significantly associated with Educational Quality in public elementary schools in West Ungaran District.

Table 5. Model Summary of Principal Leadership and Educational Quality

Model	R	R Square	Explained Variance	Other Factors
1	0.936	0.876	87.6%	12.4%

Source: Research data processing, 2026.

The R value of 0.936 indicates a very strong relationship between Principal Leadership and Educational Quality. The R Square value of 0.876 indicates that 87.6% of the variance in Educational Quality was accounted for by Principal Leadership in the simple regression model, while the remaining 12.4% was associated with other factors outside the model. The second hypothesis examined the relationship between Teacher Professionalism (X2) and Educational Quality (Y) using simple linear regression. The analysis yielded a constant of 178.642 and a regression coefficient of −0.018 for Teacher Professionalism. The estimated regression equation was $\hat{Y} = 178.642 - 0.018X2$.

Table 6. Simple Linear Regression of Teacher Professionalism on Educational Quality

Model	B	Std. Error	Beta	T	Sig.
(Constant)	178.642	8.721	–	20.483	0.000
Teacher Professionalism (X2)	-0.018	0.004	-0.956	-4.500	0.000

Source: Research data processing, 2026.

The regression coefficient of -0.018 indicates a negative direction of the estimated relationship between Teacher Professionalism and Educational Quality. The reported significance value was 0.000, which was below 0.05, indicating a statistically significant effect. The result therefore supports H2, which states that Teacher Professionalism has a significant effect on Educational Quality in elementary schools in West Ungaran District.

Table 7. Model Summary of Teacher Professionalism and Educational Quality

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.956	0.914	0.913	5.41237

Source: Research data processing, 2026.

The R value of 0.956 indicates a very strong relationship between Teacher Professionalism and Educational Quality. The R Square value of 0.914 indicates that 91.4% of the variance in Educational Quality was accounted for by Teacher Professionalism in the simple regression model, while the remaining 8.6% was associated with factors outside the model. The third hypothesis examined the effect of School Committee Participation (X3) on Educational Quality (Y) using simple linear regression. The constant was 171.824 and the regression coefficient for School Committee Participation was 0.028. The estimated regression equation was $\hat{Y} = 171.824 + 0.028X3$.

Table 8. Simple Linear Regression of School Committee Participation on Educational Quality

Model	B	Std. Error	Beta	t	Sig.
(Constant)	171.824	10.376	–	16.557	0.000
School Committee Participation (X3)	0.028	0.006	0.031	4.667	0.000

Source: Research data processing, 2026.

The regression coefficient of 0.028 indicates a positive direction of the estimated relationship between School Committee Participation and Educational Quality. The reported significance value was 0.000, which was below 0.05, indicating a statistically significant effect. The result therefore supports H3, which states that School Committee Participation has a significant effect on Educational Quality in elementary schools in West Ungaran District.

Table 9. Model Summary of School Committee Participation and Educational Quality

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.981	0.962	0.962	4.63827

Source: Research data processing, 2026.

The R value of 0.981 indicates a very strong relationship between School Committee Participation and Educational Quality. The R Square value of 0.962 indicates that 96.2% of the variance in Educational Quality was accounted for by School Committee Participation in the simple regression model, while the remaining 3.8% was associated with factors outside the model.

The fourth hypothesis examined the simultaneous effect of Principal Leadership (X1), Teacher Professionalism (X2), and School Committee Participation (X3) on Educational Quality (Y) using multiple linear regression. The multiple regression model produced an R value of 0.956, an R Square value of 0.914, an Adjusted R Square of 0.913, and a standard error of the estimate of 5.41237.

Table 10. Model Summary of Multiple Linear Regression

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.956	0.914	0.913	5.41237

Predictors: Principal Leadership, Teacher Professionalism, School Committee Participation.
Source: Research data processing, 2026.

The R value of 0.956 indicates a very strong joint relationship between the three independent variables and Educational Quality. The R Square value of 0.914 indicates that 91.4% of the variance in Educational Quality was accounted for by the three independent variables simultaneously, while the remaining 8.6% was associated with factors outside the model. The simultaneous effect was tested using the F-test.

Table 11. F-Test Results

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	36,909.412	3	12,303.137	676.643	0.000
Residual	3,472.877	191	18.183		
Total	40,382.289	194			

Dependent Variable: Educational Quality.
Predictors: Principal Leadership, Teacher Professionalism, School Committee Participation.
Source: Research data processing, 2026.

The F-test yielded a value of 676.643 with 3 and 191 degrees of freedom, respectively, and a significance level of less than 0.001. This result indicates a statistically significant joint association of Principal Leadership, Teacher Professionalism, and School Committee Participation with Perceived Educational Quality. Therefore, the results support H4, which proposes that the three independent variables are jointly associated with Perceived Educational Quality in public elementary schools in West Ungaran District. The regression coefficients of the multiple regression model are presented in Table 12.

Table 12. Multiple Linear Regression Coefficients

Model	B	Std. Error	Beta (β)	t	Sig.
(Constant)	181.824	11.936	–	15.233	0.000
Principal Leadership (X1)	0.214	0.058	0.268	3.690	0.003
Teacher Professionalism (X2)	−0.247	0.071	−0.318	−3.479	0.004
School Committee Participation (X3)	−0.006	0.00178	−0.009	−3.371	0.005

Dependent Variable: Educational Quality.
Source: Research data processing, 2026.

The estimated multiple linear regression equation, based on the coefficients presented in Table 12, was $\hat{Y} = 181.824 + 0.214X_1 - 0.247X_2 - 0.006X_3$. The coefficient for Principal Leadership X_1 was 0.214, indicating a positive relationship with Educational Quality when the other independent variables were held constant. In contrast, Teacher Professionalism X_2 had a coefficient of −0.247, while School Committee Participation X_3 had a coefficient of −0.006, indicating negative relationships with Educational Quality within the simultaneous regression model. The significance values for Principal Leadership, Teacher Professionalism, and School Committee Participation were 0.003, 0.004, and 0.005, respectively. Since all three values were below the 0.05 significance level, the three independent variables were statistically significant predictors of Educational Quality in the regression model.

The coefficient of determination for the simultaneous regression model was $R^2 = 0.914$, equivalent to 91.4% (KD = R^2 x 100% = 0.914 x 100% = 91.4%). This result indicates that Principal Leadership, Teacher Professionalism, and School Committee Participation collectively explained 91.4% of the variance in Educational Quality, while the remaining 8.6% was attributable to other factors not included in the model and unexplained variation.

DISCUSSION

The findings of this study demonstrate that Principal Leadership, Teacher Professionalism, and School Committee Participation are significantly related to Educational Quality in public elementary schools in West Ungaran District. The three variables represent complementary dimensions of school quality management. Principal Leadership provides direction and coordination, Teacher Professionalism determines the quality of learning implementation, and School Committee Participation strengthens community involvement, resource support, accountability, and school–community partnerships. The simultaneous effect of the three variables further indicates that educational quality needs to be understood as a systemic outcome rather than the result of a single component of school management.

Principal Leadership demonstrated a statistically significant effect on Educational Quality. The simple regression analysis produced an R value of 0.936 and an R Square of 0.925, indicating a very strong relationship and substantial explanatory contribution within the regression model. The result confirms that the way principals perform their leadership functions is closely associated with the quality of educational services provided by elementary schools in West Ungaran District.

The strategic position of the principal within the school organization provides an important explanation for this finding. Educational quality is formed through the interaction of teachers, students, education personnel, facilities, curriculum, parents, school committees, and the surrounding community. The principal occupies a position that enables these components to be coordinated so that they do not operate independently. The principal has an important influence on teaching and learning activities and on school life as a whole and therefore needs to understand the school as a complex and unique organization (Wahjosumidjo, 2020). This perspective remains relevant because contemporary schools face increasingly complex demands that require leadership capable of integrating diverse resources.

The role of the principal in this study includes the functions of educator, manager, administrator, supervisor, leader, innovator, and motivator. These functions demonstrate that principal leadership extends beyond administrative duties. Effective leadership requires the ability to manage resources, guide teachers, supervise learning, develop programs, make decisions, motivate school members, foster cooperation, and initiate innovation. Mulyasa identifies these functions as mutually complementary dimensions of principal leadership in school management (Mulyasa, 2017). The significant relationship found in this study suggests that the implementation of these functions provides an organizational foundation for educational quality improvement.

The empirical evidence is consistent with the study of Asih, Kusumaningsih, & Sudana (2025), which examined the effect of principal leadership on educational quality at the elementary school level in Bogorejo District, Blora Regency. Their study identified the functions of educator, manager, administrator, supervisor, leader, innovator, and motivator as important elements of principal leadership. The similarity between the two studies strengthens the interpretation that principal leadership has a strategic position in educational quality management at the elementary school level.

Managerial capacity provides another mechanism through which principal leadership can influence educational quality. Principals are responsible for organizing human resources, financing, facilities, students, learning activities, community relations, and school information systems as part of comprehensive school management (Suhardiman, 2012). The ability to manage these components allows school resources to be directed toward educational objectives rather than functioning as separate administrative elements. Ritajib, Suma, & Ardana (2025) likewise found that principal leadership in elementary schools involves managerial, administrative, supervisory, educational, leadership, and motivational functions, together with efforts to improve facilities and teacher competence.

Teacher empowerment represents an important pathway connecting leadership with quality. Teachers are the primary actors in classroom learning, making professional development an essential element of educational improvement. Principals need to provide opportunities for teachers and education personnel to develop, collaborate, participate in school activities, and improve their professional capacity (Mulyasa, 2022). Fauzi & Samrin (2025) found that principal leadership strategies for improving educational quality included training, technical guidance, supervision, and supportive relationships with school members and external stakeholders. These findings suggest that leadership operates not only through decision-making but also through the development of the human resources responsible for educational implementation.

Supervision constitutes another important leadership mechanism. Academic supervision enables principals to observe learning practices, provide feedback, identify weaknesses, and formulate follow-up actions. Principals as supervisors are expected to develop and implement supervision programs and use the results to improve teacher performance and school development (Mulyasa, 2017). Putra & Wiranti (2024) similarly identified teacher competency development, facility provision, evaluation, supervision, and relationships with committees, parents, and the community as interconnected strategies for improving educational quality. The principal therefore functions as a coordinator who connects supervision, teacher development, evaluation, and school improvement.

The ability to create a supportive school environment also contributes to the relationship between leadership and educational quality. Effective principals need to create working and learning environments characterized by communication, motivation, cooperation, and concern for school members. Leadership becomes meaningful when it is translated into daily interactions that encourage staff and students to pursue school goals. Kompri emphasizes the principal's position as a central force in school life who needs to demonstrate concern for staff and students (Kompri, 2015). Kusumawardani, Maulida, & Soedjono (2025) likewise found that principals contribute to educational quality by directing school vision and mission, managing resources, and creating conducive learning environments while strengthening parental participation.

Innovation further strengthens the role of principal leadership in the context of educational change. Elementary schools face curriculum developments, technological change, changing student characteristics, and growing expectations from families and communities. Principals need to recognize these changes and guide schools in adapting their programs and practices. Pujiningsih et al. (2024) found that principal strategies for improving educational quality included teacher competency development, facility improvement, and implementation of the Merdeka Curriculum. These findings suggest that leadership contributes to quality when principals are able to direct school resources toward emerging educational demands.

Educational quality remains a multidimensional construct rather than an outcome attributable entirely to the principal. Facilities, teacher quality, moral values, learning outcomes, parental and community support, resources, technology, curriculum, student needs, and leadership all constitute sources of educational quality (Sallis, 2015). Principal Leadership should therefore be understood as a coordinating and integrating mechanism that connects these different elements. Nawati, Lestari, & Silalahi (2025) also demonstrated the importance of synergy among principal leadership, teacher professionalism, and community participation in strengthening basic education quality.

Teacher Professionalism also demonstrated a statistically significant effect on Educational Quality. The simple regression analysis produced an R value of 0.956 and an R Square of 0.914. The finding indicates that educational quality is strongly associated with the professional capacity of teachers who implement learning directly at the classroom level. Professionalism in this context is reflected in commitment to students and learning, mastery of teaching materials, responsibility for monitoring learning outcomes, and systematic and reflective thinking.

Commitment to students and learning constitutes an important foundation of teacher professionalism. Teachers interact directly with students who have different abilities, needs, backgrounds, and learning characteristics. Professional commitment encourages teachers to pay attention to student development, create meaningful learning experiences, and adjust instructional approaches to student needs. Fauzi & Samrin (2025) emphasized the importance of teacher development, mentoring, and supervision in creating learning environments that support students effectively.

Mastery of teaching materials strengthens the quality of instructional implementation. Teachers who understand the subject matter are better positioned to explain concepts accurately, select appropriate learning strategies, provide relevant examples, and respond to students' questions. Teacher professionalism therefore involves more than formal qualifications because it is manifested in the capacity to translate knowledge into effective pedagogical practice. Pujiningsih et al. (2024) found that educational quality improvement was associated with teacher competency development, facility improvement, and implementation of curriculum changes at the elementary school level.

Responsibility for monitoring learning outcomes provides another explanation for the significant effect of teacher professionalism. Learning outcomes should be used not merely as final scores but as information for identifying students' strengths, difficulties, and needs for follow-up. Professional teachers can use assessment results to adjust instructional strategies, provide remediation, offer enrichment, and improve subsequent learning activities. Putra & Wiranti (2024) demonstrated that evaluation and supervision form part of a broader strategy for improving teacher competence and educational quality.

Systematic and reflective thinking allows teachers to evaluate their own practices rather than relying exclusively on established routines. Reflection enables teachers to identify weaknesses in lesson implementation, consider alternative approaches, and make improvements in subsequent learning activities. This dimension positions professionalism as a continuous process of improvement. Ritajib, Suma, & Ardana (2025) found that principal-led teacher development and guidance contributed to broader school quality improvement, illustrating the importance of professional capacity within the school system.

The relationship between Teacher Professionalism and Educational Quality also reflects the teacher's position as the actor who translates curriculum and school policies into actual learning experiences. School programs and policies can only contribute to educational quality when they are implemented effectively in classrooms. Teachers therefore serve as a critical link between school management and student learning. Nawati, Lestari, & Silalahi (2025) identified teacher professionalism as an important component within a broader ecosystem involving leadership and community participation in basic education quality improvement.

Professionalism should also be understood as an organizational, rather than purely individual, phenomenon. Teachers require opportunities for professional development, collaboration, supervision, supportive leadership, and adequate learning resources. Sekti, Soedjono, & Nugroho (2025) demonstrated the relevance of managerial leadership and school culture in understanding school quality. A professional teacher therefore develops not only through personal capacity but also through organizational conditions that encourage learning, collaboration, reflection, and continuous improvement.

The findings regarding Teacher Professionalism extend previous research by demonstrating its significant relationship with Educational Quality within the specific context of elementary schools in West Ungaran District. The finding is consistent with the broader evidence that quality improvement requires systematic development of teacher capacity. Nurunnahar et al. (2026) showed that elementary school quality improvement involves systematic school management, supervision, professional teacher development, collaboration with committees and parents, and strengthening educational facilities. Teacher professionalism consequently represents a central component of quality improvement, although it operates within a wider school ecosystem.

School Committee Participation also demonstrated a statistically significant effect on Educational Quality. The simple regression analysis produced an R value of 0.981 and an R Square of 0.962, indicating a very strong relationship and substantial explanatory contribution in the reported regression model. The finding indicates that school–community participation constitutes an important dimension of educational quality management in elementary schools in West Ungaran District.

The contribution of the school committee in this study is reflected in physical, financial, material, moral, and decision-making support. These dimensions demonstrate that committee participation extends beyond financial assistance. Contributions can take the form of ideas, resources, communication, monitoring, facilities, moral support, and involvement in determining school priorities. Aryani et al. (2026) positioned school committees as strategic partners in improving educational quality through partnership, stakeholder participation, and school-based management.

Advisory participation enables school committees to contribute perspectives that may not be fully captured through internal school processes. Committee members can provide input concerning student needs, school programs, facilities, and community expectations. Such participation can enrich planning and improve the relevance of school priorities. Nisaa' & Rahayu (2024) found that school committees participate in decision-making, program monitoring and evaluation, and collaboration with teachers and parents.

Physical and material support can strengthen the educational environment by helping schools address resource needs that cannot always be fulfilled through routine funding. Asparingga (2024) found that school committees could contribute to the provision of facilities and infrastructure, curriculum development, and training for teachers and education personnel. Financial support can also become meaningful when it is based on transparent planning and clear educational priorities. Firmansyah, Ahmad, & Rohana (2025) reported a positive and significant relationship between school committee roles and educational quality in elementary schools.

Moral support is another form of participation that may be less visible than material assistance but remains important for the continuity of educational programs. Encouragement, concern, motivation, ideas, and participation can strengthen a collective sense of ownership toward school activities. Jati & Jannah (2026) found that school committees could function as advisors, supporters, controllers, and mediators, although communication problems, differences in perception, and limited understanding of committee functions could constrain their effectiveness.

Decision-making participation can strengthen accountability and shared responsibility. Involvement at the planning stage allows community aspirations to be considered before school priorities are established. Andelia (2025) explained that school committees form part of school-based management practices that encourage participatory decision-making involving schools, parents, and communities. Committee participation therefore needs to be understood as a partnership mechanism rather than a transfer of school authority.

The controlling and mediating functions of school committees also support quality improvement. Monitoring can involve reviewing program implementation, communicating concerns, providing feedback, and following up on identified problems. Sukinawan et al. (2025) identified five strategic committee functions: advisory, supporting and resource mobilization, controlling and accountability, communication mediation, and quality development. Effective communication between schools and communities is particularly important because committee participation becomes more meaningful when members have sufficient information and opportunities to engage in school processes.

The relationship between committee participation and educational quality does not imply that the committee directly replaces the roles of principals or teachers. Principals remain responsible for school management, teachers remain responsible for professional learning implementation, and committees strengthen partnership, participation, support, and social oversight. Betry & Zakir (2024) found that active committee involvement as advisor, supporter, supervisor, and mediator could contribute to facility development and curriculum-related programs. Such evidence supports the interpretation that committee participation influences quality through supporting conditions surrounding educational provision.

The effectiveness of committee participation depends on the quality of the partnership rather than on the formal existence of the organization alone. Committees require a clear understanding of their functions, open communication with school leaders, access to relevant information, opportunities to participate in decision-making, and mechanisms

for follow-up. Marantika (2025) identified limited understanding of committee roles and resource constraints as challenges that may reduce committee effectiveness. Jati & Jannah (2026) similarly emphasized communication and synergy between schools and committees as important conditions for optimizing committee contributions.

The fourth hypothesis demonstrated that Principal Leadership, Teacher Professionalism, and School Committee Participation jointly have a significant effect on Educational Quality. The multiple regression model produced an R value of 0.956 and an R Square of 0.914, while the F-test produced a significance value below 0.05. The result indicates that the three variables operate as interconnected components within the educational quality system rather than as isolated factors.

The simultaneous relationship can be understood through the distinct but complementary functions of the three variables. Principal Leadership provides direction, coordination, supervision, and organizational support. Teacher Professionalism translates school policies and programs into professional learning practices. School Committee Participation strengthens community involvement, resource support, accountability, communication, and partnership. Riyatno, Kusumaningsih, & Soedjono (2024) similarly examined the combined roles of school leadership, teacher professionalism, and school committee participation in relation to educational quality, demonstrating the relevance of integrating these dimensions within educational quality research.

The principal's leadership provides the organizational conditions required for teacher professionalism to develop. Professional teachers need direction, professional development opportunities, academic supervision, collaboration, and a supportive work environment. The principal can connect these needs to school programs and strategic priorities. Susanti, Abdullah, & Soedjono (2024) found that principal leadership and teacher professionalism were significantly related to educational quality at the elementary school level. The present finding extends that relationship by incorporating school committee participation into the same analytical framework.

School Committee Participation complements these internal school processes by strengthening the external dimension of educational management. Parents and communities provide valuable resources, perspectives, support, and social oversight. A school that is open to participation can obtain broader information about community expectations and student needs. Asparingga, Harapan, & Kesumawati (2025) found that principal leadership and school committee participation jointly had a significant relationship with educational quality at the elementary school level. This finding supports the interpretation that internal leadership and external participation can work together in strengthening school quality.

The teacher acts as the connecting element between school management and students' actual educational experiences. Programs designed by principals and supported by committees ultimately need to be translated into classroom practices. The quality of facilities, policies, management systems, and community support will have limited educational value unless teachers can implement them professionally. Susanto, Juliejantiningsih, & Maryanto (2024) found that managerial competence of principals, teacher commitment, and school committee roles significantly influenced educational quality in elementary schools. The finding illustrates the importance of combining leadership, human resources, and community participation.

The simultaneous effect of the three variables also highlights the systemic nature of educational quality. Improvement in only one component may produce limited results when other components are not adequately supported. Teacher professional development requires leadership that provides opportunities and organizational support. Effective leadership requires teachers who can translate policies into high-quality instruction. Committee participation requires transparent and collaborative school management that allows community contributions to be used productively. Nawati, Lestari, & Silalahi (2025) similarly emphasized synergy among leadership, teacher professionalism, and community participation as a basis for creating an educational ecosystem that supports quality improvement.

School planning provides a practical context in which these relationships become visible. Principals can direct planning processes, teachers can identify instructional and student needs, and school committees can contribute perspectives from parents and the broader community. Such collaboration can result in school priorities that are more responsive to local needs. Program implementation then requires clear role distribution, with principals coordinating, teachers implementing professional learning, and committees providing support and oversight.

Evaluation and follow-up complete this quality improvement cycle. Principals can use evaluation results to revise policies and programs. Teachers can use learning assessment results to improve instructional strategies. Committees can provide community perspectives on program implementation and outcomes. Firdaus (2025) found that school committee functions become more effective when committees are involved from the planning stage and when recommendations are followed by concrete action in school work plans.

The collective findings therefore suggest that Educational Quality in public elementary schools in West Ungaran District is constructed through interaction among organizational leadership, teacher professionalism, and community participation. Principal Leadership provides strategic direction and integration, Teacher Professionalism ensures the quality of educational implementation, and School Committee Participation strengthens partnership and accountability. The three functions are different but mutually reinforcing.

The present findings are also consistent with previous studies conducted in different settings and with different designs. Susanti, Abdullah, & Soedjono (2024) demonstrated the importance of principal leadership and teacher professionalism. Sari, Juliejantiningsih, & Maryanto (2024) identified the importance of managerial leadership, teacher commitment, and committee participation. Asparingga, Harapan, & Kesumawati (2025) demonstrated the significance of principal leadership and committee participation in combination. The present study contributes additional evidence by examining Principal Leadership, Teacher Professionalism, and School Committee Participation together within the context of elementary schools in West Ungaran District.

The practical meaning of these findings lies in the need for integrated quality management. Principal leadership development should be connected with teacher professional development and stronger school–community partnerships. Academic supervision can be linked to teachers' professional learning needs. Evaluation results can be communicated to school committees as input for subsequent planning. Committee involvement can be strengthened from the identification of needs through planning, implementation, monitoring, and evaluation rather than being limited to formal meetings or financial support.

Educational quality consequently needs to be approached as a collective and continuous process. Principal Leadership, Teacher Professionalism, and School Committee Participation should not be viewed as competing explanations of quality, but as complementary mechanisms that operate at different levels of the school system. The principal provides direction and coordination, teachers provide professional learning services, and the committee connects the school with parents and the wider community. Their synergy provides an important foundation for building educational services that are participatory, accountable, responsive, and oriented toward continuous improvement.

CONCLUSION

This study examined the relationships of Principal Leadership, Teacher Professionalism, and School Committee Participation with perceived Educational Quality in public elementary schools in West Ungaran District, Indonesia. The reported multiple regression model suggests that these three dimensions may collectively help explain variation in perceived educational quality. However, inconsistencies among the regression tables, test statistics, and narrative interpretations prevent definitive conclusions regarding the statistical significance and independent contribution of each predictor. Although the coefficient table reports a positive coefficient for Principal Leadership and negative coefficients for Teacher Professionalism and School Committee Participation, these directions should be interpreted cautiously until the underlying statistical outputs have been verified and reconciled.

The study's principal contribution is its integrated examination of school leadership, teacher professionalism, and school committee participation within a single educational management framework. This perspective provides a context-specific basis for investigating educational quality as a multidimensional issue involving school management, professional practice, and stakeholder participation. Nevertheless, the findings should be interpreted as evidence concerning statistical relationships rather than definitive causal effects.

Several limitations should be considered when interpreting the findings. The study relied on questionnaire-based measurements, which may be subject to perception-related and common-method biases. The potential dependence of respondents from the same schools also requires further assessment. In addition, the study was limited to public elementary schools in West Ungaran District, restricting the generalizability of its findings to other educational contexts. Future research should strengthen construct validation, clarify measurement sources, assess potential questionnaire bias and within-school dependence, and apply statistical models appropriate to the structure of the data. For educational practice, collaboration among principals, teachers, and school committees may serve as a useful consideration in school improvement planning; however, specific claims about the effectiveness of strengthening these factors should await verification of the statistical findings.

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AUTHOR CONTRIBUTION STATEMENT

Ramanti Ajeng Puspita contributed to the conceptualization of the study, research methodology, data collection, data analysis, interpretation of findings, and preparation of the manuscript. Harto Nuroso contributed to research supervision, methodological guidance, critical review, and revision of the manuscript. Widya Kusumaningsih contributed to academic supervision, critical review, interpretation of findings, and revision of the manuscript. All authors reviewed and approved the final version of the manuscript.

AI DISCLOSURE STATEMENT

The authors declare that this research was prepared, researched, written, and edited without the aid of artificial intelligence (AI) techniques.

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