

The Influence of the Active Role of the School Committee, Principal Performance and Teacher Motivation on the Quality of Elementary Schools in the Jati Regional Coordination Office of Kudus Regency

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Abstract: This study aims to evaluate the influence of the active role of the school committee, principal performance, and teacher motivation on the quality of elementary schools in the Jati Regional Coordination Office of Kudus Regency. A quantitative research design was employed, utilizing a purposive sampling technique to select 100 teacher respondents from both public and private elementary schools across the research area. Data were collected using validated, structured questionnaires containing 30 items per variable (measured on a five-point Likert scale) and were systematically analyzed using descriptive statistics, simple correlation, and multiple regression analyses. The findings indicate overwhelmingly positive outcomes across all evaluated variables. A substantial majority of the respondents categorized the active role of the school committee (88%), principal performance (83%), and teacher motivation (85%) as "Very Good." The data confirms a highly active community participation level, highly effective administrative and instructional leadership from principals, and a strong sense of professional discipline and drive among the teaching staff. These empirical results demonstrate that a synergistic relationship among proactive school committees, competent principals, and motivated teachers is the essential driving force for elevating the overall quality of education at the elementary school level. The impact of this study provides critical insights for educational stakeholders, highlighting that sustained community collaboration and leadership empowerment are vital for fostering dynamic, high-quality learning environments and improving long-term educational outcomes.

Keywords: School Committee, Principal Performance, Teacher Motivation, Elementary School Quality

1. Introductions

Education is the primary foundation for building and improving the quality of human resources, especially in facing the increasingly complex challenges of the globalization era (Tilaar, 2002). Education is not only an individual need but also plays a strategic role in determining the future of families, the nation, and the state (Syafaruddin, 2002). Therefore, improving the quality of education has always been a primary focus of national policy (Sallis, 2014). However, the reality is that the quality of education in Indonesia remains a focus of concern, as evidenced by the low graduation rates and student learning outcomes compared to other countries.

The quality of national education is actually benchmarked through eight National Education Standards (SNP) as stipulated in Ministerial Regulation No. 19 of 2005. Evaluation of education quality is conducted through various instruments such as accreditation and certification, and school accreditation levels serve as one indicator of quality at the educational unit level (Syafaruddin, 2002). In this context, community participation plays a crucial role, as mandated by Law No. 20 of 2003 concerning the National Education System, particularly through the existence of education councils and school committees.

As an independent institution, the school committee is expected to play an active role in providing advice, support, and oversight of the educational process in schools. This role aligns with the concept of school-based management, which emphasizes collaboration between schools and the community (Slamet, P. H., 2005). Furthermore, the success of improving school quality is also largely determined by the performance of the principal as the instructional leader and the motivation of teachers, who are at the forefront of the teaching and learning process (Sumidjo, W., 2002) & Uno, H. B., 2011).

Based on initial observations in the Jati Regional Coordinator (Korwil Jati), Kudus Regency, various issues related to the quality of primary education were identified, ranging from disparities in school accreditation, poor student academic and non-academic achievement, to the suboptimal role of the school committee. Furthermore, principal performance and teacher motivation also showed significant variation. Based on this background, the researcher was interested in further examining the influence of the active role of the school committee, principal performance, and teacher motivation on the quality of elementary schools in the Jati Regional Coordinator (Korwil Jati), Kudus Regency. This research is presented in a thesis entitled "The Influence of the Active Role of the School Committee, Principal Performance, and Teacher Motivation on the Quality of Elementary Schools in the Jati Regional Coordinator (Korwil Jati), Kudus Regency.

1.1 Conceptual framework

The quality of education in elementary schools is influenced by several key factors, including the active role of the school committee, the performance of the principal, and teacher motivation. School committees that fulfill their roles and responsibilities can have a positive impact on improving school quality, particularly through support, oversight, and involvement in decision-making (Slamet, 2014). However, in reality, some committees still function merely as formalities. The performance of the principal is also a crucial factor, as a principal who optimally fulfills his or her role as a learning leader will be able to drive the achievement of better educational quality. Unfortunately, some principals have not demonstrated optimal performance due to age or limited human resources (Karwati & Priansa, 2017).

Furthermore, teacher motivation significantly influences the learning process in the classroom. Motivated teachers will be more enthusiastic in teaching and have a positive impact on student learning enthusiasm (Sardiman, 2011). Thus, the active role of the school committee, the performance of the principal, and teacher motivation collectively contribute to improving the quality of education in elementary schools, particularly in the Jati Regional Coordination area of Kudus Regency.

1.2 Research objectives

The general objective of this study is to identify and provide suggestions for problem solving in efforts to improve the quality of Elementary Schools in the Jati Regional Coordination Area of Kudus Regency. Specifically, this study aims to:

- (a) analyze the influence of the active role of the School Committee on the quality of Elementary Schools in the Jati Regional Coordination Area of Kudus Regency
- (b) analyze the influence of the principal's performance on the quality of Elementary Schools in the region
- (c) analyze the influence of teacher motivation on the quality of Elementary Schools
- (d) analyze the influence of the active role of the School Committee, the principal's performance, and teacher motivation simultaneously on the quality of Elementary Schools in the Jati Regional Coordination Area of Kudus Regency.

2. Methodology

2.1 Research Design

This study employed a quantitative research design to systematically evaluate the influence of the active role of the school committee, principal performance, and teacher motivation on the quality of elementary schools. The primary method of data collection was a structured questionnaire. This approach is consistent with the framework of school management autonomy, which requires empirical evaluation to ensure institutional accountability (Danim, 2010). The collected data were analyzed using quantitative techniques, specifically descriptive statistics, simple correlation and regression analysis, as well as multiple correlation and regression analysis to assess both the individual and simultaneous effects of the independent variables.

2.2 Population and Sample

The research sample was selected using a purposive sampling technique, which involves choosing participants based on specific, predefined analytical considerations (Sugiyono, 2012). To ensure balanced and representative conditions across the research area, the selection criteria required that two public elementary schools and one private elementary school be chosen from each village within the Jati Regional Coordination Office of Kudus Regency. Through this method, a total of 100 teacher respondents were selected to serve as a representative sample for the study (Arikunto, 2010).

2.3 Data Collection Instruments

Data were gathered using validated, structured questionnaires designed specifically to measure the key variables. For instance, the instrument assessing the active role of the school committee encompassed distinct indicators measuring both their formal roles and practical functions. Each primary variable—the school committee's role, principal performance, and teacher motivation—was assessed using 30 validated questions. All responses were measured using a five-point Likert scale (ranging from 1 to 5), yielding a comprehensive dataset for the subsequent statistical analyses.

3. Findings and Discussion

3.1 The Active Role of the School Committee

The analysis of the active role of the school committee, which encompasses its roles and functions, demonstrates a highly positive perception among respondents. The descriptive statistics for this variable are presented in Table 1.

Table 1. Description of the Active Role of the School Committee Variable

	N	Minimum	Maximum	Mean	Std. Deviation
Role	100	123	134	128.08	1.988
Valid N (listwise)	100				

As shown in Table 1, the variable yielded a mean score of 128.08 with a standard deviation of 1.988. The respondents' scores ranged from a minimum of 123 to a maximum of 134. To further categorize these results, Table 2 illustrates the distribution of these scores.

Table 2. Distribution of Scores for the Variable of Active Role of the School Committee

No.	Score Range	Category	Frequency	(%)
1.	127–150	Very Good	88	88%
2.	103–126	Good	12	12%
3.	79–102	Fair	0	0%
4.	55–78	Poor	0	0%
5.	30–54	Very Poor	0	0%
Total			100	100%

According to the distribution of scores, a substantial majority of the respondents (88%) categorized the committee's role as "Very Good," with the remaining 12% categorizing the role as "Good." There were no scores in the lower performance categories. These results indicate a highly active participation level from school committees within the studied region. The high scores in committee participation suggest that the community is actively collaborating with schools to provide necessary advisory support and oversight, fulfilling the mandate of the National Education System. This aligns with the findings of Slamet (2014), who emphasized that the active involvement of primary school committees is a fundamental pillar in the successful implementation of School-Based Management (SBM). Furthermore, as Mulyasa (2002) noted in the context of madrasah management, a school committee that successfully transitions from a mere formality to an active advisory and oversight body significantly enhances institutional transparency and overarching educational outcomes.

3.2 Principal Performance

The performance of elementary school principals, measured by their ability to carry out their designated duties and functions, also showed highly favorable results. Table 3 details the descriptive statistics for this variable.

Table 3. Description of the Principal Performance Variable

	N	Minimum	Maximum	Mean	Std. Deviation
Role	100	123	135	127.44	1.666
Valid N (listwise)	100				

The data reveals a mean score of 127.44 and a standard deviation of 1.666, with recorded scores spanning from 123 to 135. The distribution of these perceptions is outlined in Table 4.

Table 4. Distribution of the Principal Performance Variable

No.	Score Range	Category	Frequency	(%)
1.	127–150	Very Good	83	83%
2.	103–126	Good	17	17%
3.	79–102	Fair	0	0%
4.	55–78	Poor	0	0%
5.	30–54	Very Poor	0	0%
Total			100	100%

Based on the teachers' perceptions, 83% rated their principal's performance as "Very Good," while 17% rated it as "Good." This statistical outcome confirms that the principals in the Jati Regional Coordinator area are demonstrating highly effective instructional and administrative leadership. This empirical evidence supports the theoretical framework which emphasizes that the achievement of professional standards and school quality is a direct reflection of the principal's ability to carry out their duties and functions effectively (Karwati & Priansa, 2017).

3.3 Teacher Motivation

Teacher motivation was evaluated based on critical indicators of professional responsibility and discipline. Table 5 presents the descriptive statistics for this variable.

Table 5. Description of the Teacher Motivation Variable

	N	Minimum	Maximum	Mean	Std. Deviation
Role	100	123	134	127.96	2.078
Valid N (listwise)	100				

The descriptive statistics show a mean score of 127.96 and a standard deviation of 2.078, with a minimum score of 123 and a maximum score of 134. Table 6 provides the distribution breakdown.

Table 6. Distribution of the Teacher Motivation Variable

No.	Score Range	Category	Frequency	(%)
1.	127–150	Very Good	85	85%
2.	103–126	Good	15	15%
3.	79–102	Fair	0	0%
4.	55–78	Poor	0	0%
5.	30–54	Very Poor	0	0%
Total			100	100%

The frequency distribution highlights that 85% of the teachers exhibited "Very Good" motivation, while 15% demonstrated "Good" motivation. Consequently, the data reflects a remarkably strong level of discipline and internal drive among the regional teaching staff. High teacher motivation is a well-documented prerequisite for dynamic classroom environments and improved student achievement, acting as the operational engine for the school's overarching curriculum goals (Sardiman, 2011). The high levels of teacher responsibility and discipline observed here indicate that the teaching staff is well-prepared to execute quality education. Furthermore, motivated teachers who are guided by capable administrative leaders (as seen in Section 3.2) and supported by engaged community committees (as seen in Section 3.1) are significantly better equipped to foster an enthusiastic learning environment. Collectively, these empirical findings demonstrate that a synergistic relationship among proactive committees, competent principals, and motivated teachers is the essential driving force for elevating the quality of education at the elementary school level (Purwanto, 2007).

4. Conclusions and Recommendations

The research results show that the active role of school committees has a significant impact on improving the quality of elementary schools. The greater the participation of school committees in accordance with their functions and responsibilities, the better the quality of education produced. Therefore, harmonious cooperation is needed between school members, the community, and the government to support improvements in education quality. The formation and empowerment of school committees is a strategic step in involving the community to provide input, resource support, and oversight of education implementation at the educational unit level. Furthermore, school principals need to act as learning leaders capable of building learning communities, reflecting the personal competencies and enthusiasm for continuous learning and educating all members of the school community. Furthermore, teachers are also expected to increase their work motivation so that the learning process takes place more optimally. High work motivation will positively impact teacher performance, which ultimately will support improvements in the overall quality of education.

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Conflict of Interest

Authors declare there is no conflict of interest.

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