



Quality of Elementary School Graduates : The Contribution of Teacher Leadership, Student Self-Regulated Learning, and School Culture

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Abstract: This research aims to analyze the factors that influence the quality of elementary school graduates. Potential contributors were examined as teacher leadership, student self-regulation, and school culture. The method used is correlational research with a quantitative approach. One hundred forty-seven elementary school teachers in Bantul Regency were given a questionnaire to assess the pre-requisites. This data was then used for a multiple linear regression analysis using the SPSS version 22. The results showed a significant influence of teacher leadership, student self-regulated learning, and school culture on the quality of graduates. Teacher leadership and student self-regulated learning were the two most important factors influencing quality. Additionally, school culture was found to have a partial, significant influence on the quality of graduates. Therefore, improving teacher leadership, student self-regulated learning, and school culture in education help upgrade graduates' quality.

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Introduction

The outbreak of Covid-19 has affected the quality of students graduating from distance learning programs (Ernawati et al., 2021, Engzell et al., 2021). Although various internal quality audits have been conducted, the results have been disappointing (Ula & Bakar, 2021). The Research and Development Agency of the Ministry of Education and Culture has noted a negative impact on the quality of education due to producing incompetent students. In 2018, the PISA test (Program for International Student Assessment) randomly selected 397 schools of 12,098 students aged 15. The test results showed that the minimum competency in reading, math, and science was 30%, 29%, and 40%, respectively.

Fitrah (2017) states that internal and external factors influence education outcomes. To have a proper education system, the following need to be considered, processes, graduates' competence, personnel, improved infrastructure, and costs. Internal and external factors influence the quality of graduates. According to Imron (2016), students' internal factors are the primary resource in learning. One of the key indicators of student success is self-regulated learning (SRL), which involves identifying one's cognition, emotions, and behavior to achieve personal goals (Schunk & Zimmerman, 2011). Notably, SRL ability influences learning outcomes (Rahmiyati, 2017) (Hamonangan & Widyarto, 2019). To achieve recommendable results, students must develop high self-regulation to help them plan and follow up on their learning.

External factors such as teachers and the environment can positively influence student learning outcomes (Rahayu et al., 2018; Nasution, 2016; Yanti, 2019). Teachers should be

able to influence students to follow their dreams. Mustowiyah et al. (2018) and Kharis et al. (2017) identified school culture as an external factor that can impact students. The cultural indicators include values, activities, characteristics, and behaviors that become habits. The Bantul sub-district boasts many elementary schools, with some accommodating up to four parallel study groups. Prominent examples include Aisyiah Superior Elementary School, Ar-Raihan IT Elementary School, Muhammadiyah Elementary School of Bantul City, Bantul 1 Elementary School, and East Bantul Elementary School. In addition, these schools also offer driving, three health schools at the national level, the Quality Culture School, and the Disaster Preparedness School. Unlike the previous year's data, the 2021/2022 Elementary Education School Assessment (ASPD) in Bantul Regency shows a normally distributed figure. It is evident in Figure 1.



Figure 1. Distribution of ASPD Score in Bantul Regency in 2021/2022

Figure 1 demonstrates that the graph is typically distributed, indicating suboptimal learning outcomes. Research by Juharni et al. (2022) found that the average teacher leadership in Bantul Regency is in the medium category. This research examines the contribution of teacher leadership, student self-regulated learning, and school culture to the quality of elementary school graduates. The results will provide valuable insights into the factors that contribute to the quality of graduates. The findings can be used to help improve the quality of education.

Research Method

This research used the correlational method to examine the relationship between the independent and dependent variables. Correlational research measured the relationship between two or more variables (Hasanah, 2021). The independent variables included teacher leadership (X1), student self-regulated learning (X2), and school culture (X3), while the dependent variable was the quality of graduates (Y). The target population included elementary school teachers in Bantul Regency, Yogyakarta, Indonesia. The selection of this location was influenced by the findings of Juharni et al. (2022), which indicated that the leadership of elementary school teachers was still moderate. A total of 448 elementary school teachers were surveyed from the Bantul Regency, and the population was taken from <https://dapo.kemdikbud.go.id/sp/3/040107>. According to Hasanah (2021), correlational research has no standard sample size. However, a minimum of 30 people representing each variable is required. A proportional stratified random sampling technique was used based on the accreditation strata of the heterogeneous schools.

The number of samples in each stratum is formulated as shown in Figure 2.

$$S = \frac{n}{N} \times S$$

Figure 2. The Formula of Research Sample Determination

Description:

s = number of samples for each stratum with proportional

n = total population in each stratum

N = number of population

S = number of sample

The number of samples from each stratum is shown in the Table 1 below, using the formula described in Table 1. A total of 126 respondents were from accreditation A, while 21 were from accreditation B.

Table 1. Research Sample

| No | School Accreditation | Population | Sample |
|----|----------------------|------------|--------|
| 1. | Accreditation A | 402 | 126 |
| 2. | Accreditation B | 46 | 21 |
| | Total | 448 | 147 |

The data collection process involved distributing a questionnaire to the respondents and asking them to fill it out according to their roles. The Likert scale was used to rate the comments, with scores of 1-4. Several experts reviewed the validity of the instrument. The empirical validity was tested by conducting a pre-test on 30 respondents who shared the same characteristics as those not intended to participate in the research. The content validity of the test was analyzed using Aiken's coefficient formula, while the empirical validity of the trial was analyzed using the product-moment correlation formula. A reliability test was performed using the Cronbach alpha formula to ensure the consistency of the questionnaire before distributing it to the population. Collected data were tabulated and analyzed using multiple linear regression analysis techniques with the help of the SPSS software.

Results and Discussion

Pre-requisite Test

The pre-requisite tests for hypothesis testing using the multiple linear regression analysis techniques include tests for data normality, data multicollinearity, heteroscedasticity, and data linearity.

1) Data normality test

The data normality test helps determine if the data is normally distributed for the test to be valid. Figure 4 below demonstrates the normal distribution curve.

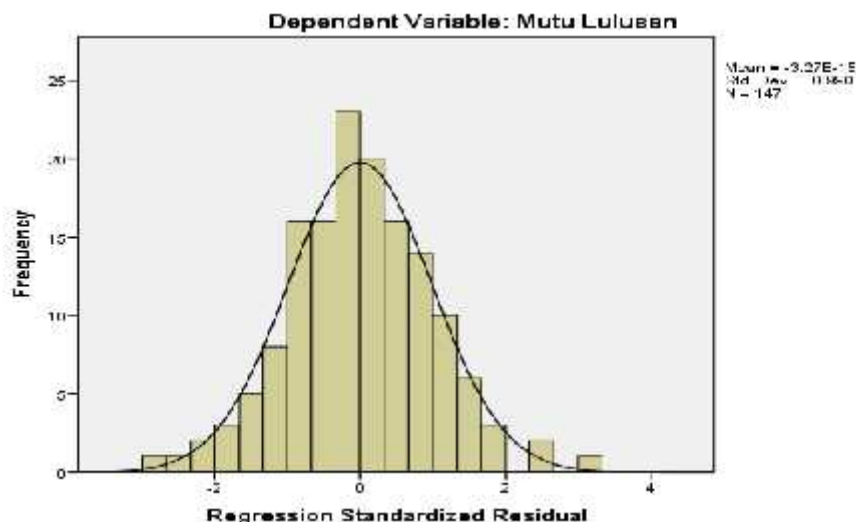


Figure 4. Normal Distribution Curve

2) Multicollinearity Test

The multicollinearity test was used to ascertain the correlation strength between the independent variables. A strong correlation indicates that the linear regression test is inappropriate (Ullah et al., 2019). The results of the data multicollinearity test are shown in Table 2.

Table 2. Results of Multicolonearity Test

| Coefficients ^a | | Collinearity Statistics | |
|---------------------------|--------------------|-------------------------|-------|
| | | Tolerance | VIF |
| Model 1 | (Constant) | | |
| | Teacher Leadership | .438 | 2.283 |
| | SRL | .415 | 2.408 |
| | School Culture | .374 | 2.671 |

a. Dependent Variable: Quality of Graduates

There is no multicollinearity if the tolerance value is > 0.1 and $VIF < 10$. Table 2 indicates that the tolerance value for each variable is > 0.1 , and the VIF value for each variable is < 10 . Therefore, there is no multicollinearity to be tested for regression analysis.

3) Heteroscedasticity Test

The heteroscedasticity test was used to examine if the variance of the residuals is constant across all observations in the regression model. Heteroscedasticity is one of the factors that can lead to an inaccurate linear regression model. A good regression model does not exhibit any symptoms of heteroscedasticity (Wiedermann et al., 2017). The heteroscedasticity test was carried out using Glacier test results, as shown in Table 3.

Table 3. Results of Heteroscedasticity Test

| Coefficients ^a | | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. |
|---------------------------|--------------------|-----------------------------|------------|---------------------------|--------|------|
| | | B | Std. Error | Beta | | |
| Model 1 | (Constant) | 6.254 | 2.406 | | 2.599 | .010 |
| | Teacher Leadership | -.051 | .054 | -.116 | -.939 | .349 |
| | SRL | -.100 | .054 | -.235 | -1.849 | .066 |
| | School Culture | .095 | .054 | .236 | 1.762 | .080 |

a. Dependent Variable: Abs1

If the significance value of each variable is more significant than 0.05, then there is no heteroscedasticity. Based on the table above, the significance value for teacher leadership is 0.349, SRL is 0.066, and school culture is 0.80. The significance values for all three variables are > 0.05 , which means there is no heteroscedasticity in the data, and as such, it can be used for multiple regression analysis.

4) Data Linearity Test

The linearity test determines a linear relationship between independent variables (Hayes, 2015). The results of the linearity test are shown in Table 4 below.

Table 4. Results of Linearity Test

| ANOVA Table | | | | | | | |
|--------------------------------|----------------|--------------------------|----------|-----|-------------|-------|-------|
| | | Sum of Squares | | df | Mean Square | F | Sig. |
| Unstandardized Residual * | Between Groups | (Combined) | 2577.084 | 140 | 18.408 | 2.138 | .169 |
| | | Linearity | .000 | 1 | .000 | .000 | 1.000 |
| | | Deviation from Linearity | 2577.084 | 139 | 18.540 | 2.153 | .166 |
| Unstandardized Predicted Value | Within Groups | | 51.667 | 6 | 8.611 | | |
| | Total | | 2628.751 | 146 | | | |

The significance value is > 0.05 , indicating a linear relationship between the independent variables. Based on Table 5, the significance value is 1,000 or > 0.05 , indicating that the data is linear and can be analyzed using multiple regression.

5) Hypothesis Test

Multiple linear regression analysis techniques were used to answer the research questions. The SPSS software was used to analyze the following research questions. (a) How great is the contribution of teacher leadership to the quality of elementary school graduates? (b) How much influence does student self-regulated learning have on the quality of elementary school graduates? (c) How much influence does school culture have on the quality of elementary school graduates? (d) How much influence do teacher leadership, student self-regulated learning, and school culture have on the quality of elementary school graduates?

6) Simultaneous Test

A simultaneous test was used to investigate if teacher leadership, student self-regulated learning, and school culture influence the quality of elementary school graduates. The results are presented in Table 5.

Table 5. Results of Simultaneous Test

| ANOVA ^a | | | | | |
|--------------------|----------------|-----|-------------|---------|-------------------|
| Model | Sum of Squares | df | Mean Square | F | Sig. |
| 1 Regression | 8687.916 | 3 | 2895.972 | 157.536 | .000 ^b |
| Residual | 2628.751 | 143 | 18.383 | | |
| Total | 11316.667 | 146 | | | |

a. Dependent Variable: Quality of Graduates
 b. Predictors: (Constant), School Culture, Teacher Leadership, SRL

If the p-value is less than 0.05, variable X has a statistically significant influence on variable Y. The results of Table 5 indicate a substantial influence of teacher leadership, student self-regulated learning, and school culture on the quality of elementary school graduates. The influence observed is evident from the coefficient of determination test, as shown in Table 6.

Table 6. Coefficient of Determination Test

| Model Summary | | | | |
|---------------|-------------------|----------|-------------------|----------------------------|
| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate |
| 1 | .876 ^a | .768 | .763 | 4.28753 |

a. Predictors: (Constant), School Culture, Teacher Leadership, SRL

The R square value of 76.8% indicates a direct influence of teacher leadership variables, student self-regulated learning, and school culture on the quality of graduates.

7) Partial Test

A partial test determines the influence of each independent variable on the dependent variable, using the t-test. Partial test results are shown in Table 7 below.

Table 7. Results of Partial Test

| Coefficients ^a | | | | | |
|---------------------------|-----------------------------|------------|---------------------------|--------|------|
| Model | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. |
| | B | Std. Error | Beta | | |
| (Constant) | -4.602 | 3.901 | | -1.180 | .240 |
| Teacher Leadership | .252 | .087 | .175 | 2.879 | .005 |
| SRL | .182 | .088 | .130 | 2.081 | .039 |
| School Culture | .851 | .088 | .638 | 9.689 | .000 |

a. Dependent Variable: Quality of Graduates



The t-test was used to determine if there is a significant difference between the two means. The decision to use a t-test is based on the value of the significance level. If the significance level is < 0.05 , then there is an influence of variable X on variable Y. The more significant effect is exhibited in column B, and the interpretation of the partial test results is indicated in Table 8 as follows:

The significance value of the teacher leadership is 0.005, or < 0.05 . Therefore, the teacher leadership variable significantly impacts the quality of elementary school graduates, with a magnitude of 25.2%. The p-value for SRL is 0.039, which is less than 0.05. Therefore, SRL significantly influences elementary school graduates' quality, with a magnitude of 18.2%. Furthermore, the p-value value of the school culture is 0.000, or < 0.05 , indicating a significant influence on the quality of graduates, with a magnitude of 85.1%.

Discussion

This research aimed to examine the influence of teacher leadership, student self-regulated learning, and school culture on the quality of elementary school graduates. The results found a significant simultaneous influence of teacher leadership, student self-regulated learning, and school culture on the quality of graduates by 76.8%. Teacher leadership had a partially significant impact on the quality of graduates, with a regression coefficient of 25.2%. The student self-regulated learning had a partially significant influence on the quality of graduates, with a regression coefficient of 18.2%. Finally, school culture had a partially substantial influence on the quality of graduates, with a regression coefficient of 85.1%.

There is a significant simultaneous influence of teacher leadership, student self-regulated learning, and school culture on the quality of graduates

The results of the F test indicate that the null hypothesis can be rejected with a significance level of 0.05. The null hypothesis H1 is accepted, indicating a simultaneous influence of teacher leadership variables, student self-regulated learning, and school culture on the quality of elementary school graduates. This finding is consistent with Utami et al. (2020), who found that self-regulated learning significantly influences academic achievement. However, different student learning outcomes are taught using guided techniques, such as self-regulated learning (SRL) strategies (Reni et al., 2018).

According to Jannah and Kardoyo (2020), school culture significantly impacts graduate quality. Well-implemented school culture can improve the quality of graduates. For example, implementing character values as a component of the quality of graduates can lead to more successful students. Cultivating religious character through activities such as praying together, implementing congregational prayers at school, and praying sunnah significantly influenced the religious spirit of students at Noor Hidayah Elementary School (Nuraeni & Labudasari, 2021).

Teacher leadership significantly influences the quality of graduates (aIndriyani and Widodo 2019). Furthermore, learning intensity directly impacts the quality of education, making teacher leadership a vital component in the development of students. Teacher leadership is also essential to ensuring quality graduates and successful learning outcomes. Therefore, the role of students in contributing to these outcomes cannot be underestimated. In improving the quality of graduates, it is necessary to raise the teacher leadership, student self-regulated learning, and school culture simultaneously.

There is a partially significant influence of teacher leadership on the quality of graduates

The t-test showed that the teacher leadership variable had a significant value of 0.005 < 0.05 , indicating a significant influence on the quality of graduates. This research strengthens the previous finding (Kharisma & Suyatno, 2019) that the teacher's capacity to



act as a role model and motivator in learning affects student discipline. The results highlighted that teacher leadership must be improved to produce better graduates. The quality of graduates is directly linked to the quality of teacher leadership. Research has shown that poor teacher leadership can lead to students feeling unmotivated in their learning, resulting in a lower quality of education (Öqvist & Malmström, 2018).

Several factors, including discipline, religiosity, anti-bullying, responsible attitude, and 21st-century skills, determine graduates' quality. As mandated in Law Number 20 of 2003 concerning the National Education System, the main task of teachers is to educate, teach, guide, direct, train, assess, and evaluate students. Teacher leadership in learning includes motivating students, designing, and preparing lessons, and influencing and encouraging students to learn. It is becoming increasingly important for teachers to adapt to new technologies. It allows them to stay ahead of their students in digital literacy and provide guidance within the limits of acceptable norms. Teachers must set good examples and keep up with technological advances (Sofiarini & Rosalina, 2021). Teachers need a leadership style that positively influences students' motivation to learn. Fahri et al. (2022) found that proactive and creative educators are more likely to ignite student motivation and enthusiasm for learning.

Developing teacher leadership competencies should prioritize creating an optimal learning environment. The teacher leadership development model can be effectively implemented through training, manuals, and learning technical management manuals. According to Adhiim & Mahmudah (2021), to improve the quality of learning, school principals need to develop the competence of teachers and education staff.

There is a partially significant influence of student self-regulated learning on the quality of graduates

The ability of students to self-regulate and be motivated to attain the intended success is known as self-regulated learning. It is, therefore, essential that teacher leaders prioritize the development of SRL competencies. The t-test found that the student self-regulation variable had a significant value of 0.039, implying that it influenced the quality of elementary school graduates. This finding aligns with Surjanti's (2021) assertion that self-regulated learning is integral to student success, especially online learning during the COVID-19 pandemic. Intrinsically motivated students tend to be more inquisitive and self-regulating in their learning. Hidayat et al. (2000) showed that the self-regulated learning model significantly affected students' learning motivation. Motivated students can develop problem-solving techniques and improve their learning by looking for alternative resources, such as books, the internet, friends, parents, and experts. According to Mukaromah et al. (2018), students with good self-regulation skills will naturally be more engaged in learning. It positively impacts the components of graduate quality, including discipline, religiosity, improved learning, and 21st-century skills, such as being critical, creative, collaborative, and communicative. Furthermore, the quality of graduates can be improved by enhancing self-regulated learning and creating more awareness. This can be done by developing website-based Islamic cybercounseling applications, which have been shown to help students focus on learning objectives, manage the learning process, develop self-motivation, and boost self-confidence to improve and streamline the learning process (Fahyuni et al., 2020). Targeted efforts involving students, teachers, and parents are needed to enhance self-regulated learning. According to Zuhaery and Santosa (2021), it is essential that childcare training and SRL strategies targeting teachers and parents be updated regularly to ensure the best possible outcomes for children. Furthermore, if students have self-regulation and are aware of their learning, it will be easier for parents to remind them to study.



School culture has a partially significant influence on the quality of graduates

The t-test showed that the school culture variable significantly impacted graduate quality, with a $0.000 < 0.05$ significance level. It strengthens the previous research by Hayati et al. (2020), which found that religious character education building was based on school culture. Quality education can be achieved through a school culture characterized by resilience. Many Indonesian schools are founded on the culture of developing a student profile Pancasila to produce quality graduates. The core values of students who uphold Pancasila include religious faith and devotion to God, independence, critical thinking, global diversity, cooperation, and creativity. To achieve the set goals, it is also necessary to instill a culture of literacy and numeracy in schools. The hidden curriculum of school culture plays an essential role in shaping the character of graduates (Nasukah, 2017). Organizational culture and climate are among the many indicators of education quality (Fadhli, 2017).

Everyone within the school community must play their part in creating a positive school culture, from the principal and staff to the students and parents. For instance, the principal of an Islamic school should have a strong vision of religiosity reflected in several forms of activities carried out throughout the school day. These activities may include starting the morning with prayer and meditation, incorporating worship into the lesson schedule, and routinely celebrating Islamic holidays. By monitoring and upholding these practices, the principal can ensure that the school remains a religious and spiritual community. In addition, implementing teachers should commit to carrying out student activities, monitoring their progress, and providing rewards and punishments as necessary. Schools should also monitor religious practices at home to ensure that parents are involved in promoting religious values. According to Mardlotillah (2013), one of the main factors that support the implementation of character as a school culture is the joint commitment of all stakeholders.

After analyzing the data, it was found that school culture has the most significant impact on the quality of graduates. Chiar (2009) found that school success involves complex dimensions, organizational structure, policies, finances, school facilities, and infrastructure. Furthermore, success depends on soft dimensions, such as the human aspects of values, beliefs, culture, and behavioral norms. Educational management experts argue that school culture is the most influential factor in educational success. Schools can instill character values in students through joint commitment and shared responsibility from all parties involved (Deal & Peterson, 2016).

Conclusion

The conclusions drawn from this study showed a significant influence of teacher leadership, student self-regulated learning, and school culture on the quality of graduates by 76.8%. This value indicated that the three X variables strongly influenced the Y variable simultaneously, while others influenced 23.2%. Therefore, the quality of elementary school graduates is intimately linked to the effectiveness of teacher leadership, student self-regulation, and school culture. There was a partially significant influence of teacher leadership on the quality of graduates by 25.2%. It implies that by increasing teachers' leadership by one unit, the quality of graduates improves by 25.2%. Therefore, it is essential to have teacher leadership to enhance the quality of graduates. There was a significant influence of student self-regulated learning on the quality of graduates by 18.2%. It suggests that each student's self-regulated learning increases by one unit, which improves graduates' quality by 18.2%. Therefore, it is crucial to encourage self-regulated learning to enhance graduates' quality of education. Furthermore, there was a partially significant influence of



school culture on the quality of graduates by 85.1%. It implies that each additional unit of school culture improves the quality of graduates by 85.1%. The impact of school culture on the quality of graduates was significant. As such, schools must maintain a consistent culture with high commitment from all parties involved. The school culture was the most significant factor influencing the quality of graduates, at 85.1%, compared to the effects of teacher leadership and student self-regulated learning.

Recommendation

It is crucial to improve the quality of teacher leadership, student self-regulated learning, and the implementation of school culture. It necessitates the involvement of all stakeholders, including educators, learners, and school administrators. Supervisors and local education authorities also have a role to play. Various parties, including teachers, need to be involved in improving teacher leadership. It is because it directly affects the quality of graduates and their competencies. By being more competent in teaching, students can be prepared for success. Furthermore, school administrators are essential in supporting and supervising school principals. It includes providing training and workshops and assigning tasks and responsibilities. By effectively managing their schools, principals are better able to achieve positive outcomes for students. Various parties, including students, teachers, and schools, play an essential role in improving the quality of graduates. The learners must also understand that their role in learning is crucial to success. Teachers can guide students in understanding their role in learning and making the most of their learning opportunities.

Positive school culture is necessary to improve the quality of graduates. Its implementation requires the collective effort of all stakeholders, including school administrators, teachers, staff, students, and parents. The principal's role in overseeing the implementation of school policies is crucial to maintaining a positive school culture. Furthermore, teachers and parents must communicate seamlessly to implement a family-based school culture successfully. Schools and communities should also be committed to improving community-based school culture.

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