

The Influence of the Relationship Between Foundation Management and School Principals on School Performance: Case Study at XYZ School

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Abstract

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The challenges of education in Indonesia are very complex, especially in private schools located in rural areas. This study aims to examine the relationship between foundation administrators (principals) and principals (agents) on school performance, with an emphasis on teacher performance as the main indicator of educational success. The focus of this study is on the quality of communication, level of trust, and support between principals and agents, and their impact on the effectiveness of school operations. The study was conducted using a quantitative approach based on causality, using a census method to select samples from the relevant population. Data were collected through questionnaires that had been tested for validity and reliability, then analyzed using multiple linear regression and hypothesis testing. The results of the study indicate that foundation administrators and principal leadership individually have a significant influence on school performance. When the two synergize, the influence becomes greater, strengthening the contribution of each party to achieving educational goals. This study offers practical recommendations, including the establishment of discussion forums, identification of training needs, conflict mediation strategies, promotion of collaboration between stakeholders, and development of harmonious relationships between foundation administrators and teachers. The implementation of these strategies is expected to improve teacher performance and the quality of education as a whole, especially in rural areas that face various resource constraints..

Kata kunci:

Pengurus Yayasan, Kepemimpinan Kepala Madrasah, Kinerja Guru

Abstrak

Tantangan pendidikan di Indonesia sangat kompleks, terutama di sekolah swasta yang berada di daerah pedesaan. Penelitian ini bertujuan mengkaji hubungan antara pengurus yayasan (prinsipal) dan kepala sekolah (agen) terhadap kinerja sekolah, dengan penekanan pada kinerja guru sebagai indikator utama keberhasilan pendidikan. Fokus penelitian ini adalah pada kualitas komunikasi, tingkat kepercayaan, dan dukungan antara prinsipal dan agen, serta dampaknya terhadap efektivitas operasional sekolah. Penelitian dilakukan dengan pendekatan kuantitatif berbasis kausalitas, menggunakan metode sensus untuk pemilihan sampel dari populasi yang relevan. Data dikumpulkan melalui kuesioner yang telah teruji validitas dan reliabilitasnya, kemudian dianalisis menggunakan regresi linier berganda serta uji hipotesis. Hasil penelitian menunjukkan bahwa pengurus yayasan dan kepemimpinan kepala sekolah secara individual memiliki pengaruh signifikan terhadap kinerja sekolah. Ketika keduanya bersinergi, pengaruh tersebut menjadi lebih besar, memperkuat kontribusi masing-masing pihak terhadap pencapaian tujuan pendidikan. Penelitian ini menawarkan rekomendasi praktis, termasuk pembentukan forum diskusi, identifikasi kebutuhan pelatihan, strategi mediasi konflik, promosi kolaborasi antara pemangku kepentingan, dan pengembangan hubungan yang harmonis antara pengurus yayasan dan guru. Implementasi strategi ini diharapkan dapat meningkatkan kinerja guru dan kualitas pendidikan secara

INTRODUCTION

Indonesia's education system still faces major challenges in improving teacher performance, especially in private schools and rural areas (Aprilianto & Mariana, 2018, 2018; Muslimin & Kartiko, 2020). One of the main obstacles is limited access to professional training and resources for teachers. In these schools, teachers often lack the support to develop skills that are in line with new curricula and current technologies. (Yandri, 2023). This hampers their ability to provide effective learning, which is becoming increasingly important in the digital era and society 5.0, where teachers are required not only to be teachers but also as facilitators, motivators, and managers of technology-based learning. (Koesoema, 2019). The relationship between foundation administrators (principals) and school principals (agents) is a crucial element in school management (Brewster & Railsback, 2003; Çoban et al., 2023; Sumardi et al., 2014). The principal as the highest authority in the foundation has the responsibility to determine the vision, mission and strategic policies, while the principal as the agent is tasked with implementing these policies and managing the daily operations of the school. A harmonious and productive relationship between principals and agents is very important to create a conducive learning environment and improve school performance. However, in practice, conflicts of interest and miscommunication often occur between principals and agents which can hinder the effectiveness of school management. Based on a preliminary survey at School These issues indicate gaps in the working relationship between principals and agents that need to be identified and addressed to improve overall school performance. The performance of this school is very dependent on the performance of teachers. This teacher's performance will reflect the level of achievement of the vision and goals of education by looking at the input, process and output as well as the impact of the education that has been implemented by the teacher.

The relationship between foundation administrators (principals) and school principals (agents) is a very important element in school management (Sari et al., 2023). The principal, as the highest authority in the foundation, is responsible for establishing the vision, mission and strategic policies that guide all school activities. The principal, as an agent, has an important role in implementing these policies and managing the daily operations of the school (Zefrizen & Suwadi, 2023). School performance is greatly influenced by how good the relationship and coordination between principals and agents is (Acton, 2021). An important aspect between Foundation administrators and teacher performance is creating an environment that is supportive, motivating and effective in communication (Dinham, 2005).

A harmonious and productive relationship between principals and agents can create a conducive learning environment and improve school performance (Muljawan, 2018). Good quality communication, a high level of trust, and adequate support from the principal to the agent are important factors that can strengthen this relationship (Saniyah et al., 2023). When school principals feel supported and trusted by foundation administrators, they are more motivated to work effectively and efficiently (Inayati, 2022; Mayasari, 2023). On the other hand, if there is miscommunication and lack of support, this can hamper the principal's performance and have a negative impact on all school operations.

This research aims to examine the influence of the working relationship between foundation administrators and school principals on school performance. Using a quantitative

approach, this research will analyze how the quality of communication, level of trust, and support between principals and agents influence school performance indicators, such as academic achievement, school management, and stakeholder satisfaction). H1: Good quality communication between foundation administrators and school principals has a positive and significant effect on school performance. H2: A high level of trust between foundation administrators and school principals has a positive and significant effect on school performance and H3: Strong support from foundation administrators for school principals has a positive and significant effect on school performance.

Although the importance of the relationship between foundation administrators and school principals has been recognized, there are still several gaps that need further research. Lack of Quantitative Research. Most previous studies have used a qualitative approach in analyzing the relationship between foundation administrators and school principals. In-depth quantitative research is still limited, even though this approach is important to provide more objective and measurable empirical data. Influence of Specific Variables Existing studies often do not clearly separate the specific influence of each variable such as communication quality, level of trust, and support from foundation administrators on school performance. More detailed analysis is needed to understand the contribution of each factor to school performance. Many previous studies were conducted in international contexts or in developed countries. Research conducted in a local context, such as at XYZ School, will provide more relevant and contextual insight into the dynamics of the working relationship between foundation administrators and school principals in that environment.

METHODS

This research uses a quantitative approach with a survey method (Kabukcu & Chabal, 2021; Lerche, 2012). The research population was school principals and foundation administrators in schools under the auspices of the XYZ foundation. The research sample will be taken randomly from the population to ensure representativeness. The sampling technique in this study used the census method, meaning that all members of the population were selected as respondents in this study (Pace, 2021).

The research instrument used was a questionnaire consisting of questions regarding the quality of communication, level of trust, support from foundation administrators, and school performance indicators. (Anwar et al., 2022). To ensure that the research instrument (questionnaire) used in this research is of good quality, validity and reliability tests are required. Construct validity tests the extent to which the items in the questionnaire correlate with the theoretical construct being measured. The reliability test aims to ensure that the instrument used is consistent in measuring the same concept on various occasions, while the reliability test that will be used is Cronbach's Alpha to measure the internal consistency of items in one construct. Alpha values above 0.7 are considered to indicate good reliability (Watson, 2015).

Next, carry out the classical assumption test. By carrying out this classical assumption test, we can ensure that the regression model used in this research meets the necessary statistical requirements. (Groeneveld et al., 2015). This will increase the reliability and validity of the analysis results, so that the conclusions drawn from this research can be relied upon and used as a basis for decision making. Classic assumption tests include the Normality Test, Using the Kolmogorov-Smirnov or Shapiro-Wilk test, and the Normal P-P plot. Homoscedasticity Test, Using Glejser or Breusch-Pagan test, and residual vs. residual plot. predicted values. Multicollinearity Test, calculate

the Variance Inflation Factor (VIF) and tolerance values. Autocorrelation Test, Use the Durbin-Watson test. Linearity Test: Using a scatterplot between independent variables and residuals, as well as the Ramsey RESET test if necessary (Groeneveld et al., 2015; Sugiyono, 2010). To examine the influence of communication quality, level of trust, and support from foundation administrators on teacher performance, multiple linear regression analysis will be used. The steps include, model specification, determining the regression model to be estimated. For example:

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \epsilon$$

RESULTS AND DISCUSSION

Results

Based on the rules that can be used to determine whether a distribution is normal or not, namely $p > 0.05$, the distribution will be said to be normal and vice versa if $p < 0.05$ the distribution can be said to be abnormal. This can be seen in the following table.

Tabel 1 Normality Test Results

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		92
Normal Parameters^{a,b}	Mean	0.0000000
	Std. Deviation	5.44980508
Most Extreme Differences	Absolute	0.090
	Positive	0.070
	Negative	-0.090
Test Statistic		0.090
Asymp. Sig. (2-tailed)		.066 ^c

Source: Research results, processed data (2023)

The results of the normality test using the Kolmogorov-Smirnov method showed a significance value of 0.066. Because this value is greater than the significance level of 0.05 ($0.066 > 0.05$), it can be concluded that the data in this study are normally distributed.

Data obtained through questionnaires were processed and analyzed using two approaches, namely descriptive analysis and verification analysis. First, descriptive data processing is carried out by calculating the cumulative score for each variable, then calculating the percentage, and determining the assessment criteria and data interpretation table, with the following results:

Table 2 Recapitulation of Descriptive Analysis Results

No	Variabel	\sum kum	Average	%	Criteria
1	Foundation Management	3769	233,66	68,30	Good
2	Principal Leadership	2650	242.89	71.85	Good
3	School performance	2335	230.55	67,67	good

Source: Research results, processed data (2023)

Based on the data presented in table 1, all the variables observed are in good condition, based on the respondent's reception. This can be interpreted if when carrying out observations it is found that the phenomenon of the existence of foundation administrators, the leadership of the school principal is not strong, and the performance of teachers who are less effective can be

explained. Thus, overall the variables are good, but there are still some indicators that are not good, which is a research finding.

Second, verification of data processing is carried out using a parametric statistical approach to test correlation and regression. Before carrying out a hypothesis test, a requirements analysis test is first carried out, and the results show that all requirements are met. From testing the hypothesis, the following results were obtained:

Table 3 Result t Test

Hipotesis	Nilai : r	t-hitung	t-tabel	Conclusion
H₀ : b₁=0 H₁ b₁≠0	0,638	5,175	1,670	H ₀ is rejected , there is a significant impact
H₀ : b₁=0 H₁ b₁≠0	0,535	3,348	1,670	H ₀ is rejected, there is a significant impact

From the data listed in table 2, it is known that the results of hypothesis testing using the t-test show that t count > t table, meaning that both the foundation management variables and the school principal's leadership partially have a significant impact on teacher performance. To test the impact of the variables of foundation administrators and school principal leadership simultaneously, hypothesis testing uses the F-test. From the testing process, the result was that the correlation coefficient (r) was 0.703, calculated F was 31.762 and F table was 3,120. This shows that the F-count is greater than the F-table, which means that the variables of the foundation management and the leadership of the school principal simultaneously have a significant impact on teacher performance.

To determine the magnitude of the impact that the two independent variables have on the dependent variable, either partially or simultaneously, it is calculated using the coefficient of determination formula with the results obtained as shown in the table below.

Table 4 Results of Partial and Simultaneous Determination Tests

Corelation	Nilai r	R ²	Percentage
X₁ → Y	0,6380	0,4070	40,70
X₂ → Y	0,5350	0,2862	28,62
X₁, X₂ → Y	0,7030	0,4940	49,40

The data shown in table: 3 shows that foundation administrators have an impact on teacher performance by 40.70%; The principal's leadership has an impact on teacher performance by 28.62%, and the foundation management and principal's leadership together have an impact on school performance by 49.40%. To analyze the sensitivity of the learning effectiveness variable to changes that occur in the dependent variable, a Beta Coefficient test was carried out with the following results:

Table 5 Coefficient Values

No	Variabel	Beta Koefisien
1	Foundation Management	0,502
2	Principal leadership	0,325

From the results of the Beta Coefficient test, it was found that the beta value for the foundation management variable was much greater than the Beta Coefficient value for the principal leadership variable. This means that the school performance variable is more sensitive to changes that occur in the Foundation management variables compared to the leadership of the school principal.

DISCUSSION

Foundation Management on School Performance.

The research results show that Foundation administrators have a significant impact on school performance. This is due to the involvement and participation of teachers. Teacher involvement in decision making results in good communication ensuring that teachers feel involved in the decisionmaking process. When teachers are invited to discuss educational policies and programs, they feel more appreciated and motivated to contribute optimally. The positive value for Foundation administrators is that being able to listen directly to input from teachers can make decisions that are more targeted and relevant to operational needs at the school. This can be done by holding regular discussion forums, for example holding monthly meetings with all teachers, at which meetings they discuss plans to introduce technology-based learning.

Next, you can carry out professional development by identifying training needs. effective communication, foundation administrators can better understand the training and professional development needs of teachers. In this way, the training programs provided can be more effective and have a direct impact on increasing teacher competency. so that it can be a support for teacher career development which can increase their motivation to further improve their performance in the future. This school has been running well as evidenced by the survey of training needs, preparation of training programs and carrying out evaluations and follow-up between teachers, principals and Foundation administrators.

Good communication between administrators and teachers can be used as conflict resolution, this happens because good communication allows early identification and quick resolution of conflicts or problems that may arise between teachers or between teachers and other parties. This creates a more harmonious and conducive work environment. Foundation administrators can adopt a collaborative approach in solving problems, where teachers are invited to participate in finding solutions. This is demonstrated by forming teacher forums both offline and online as well as a collaborative approach using group discussions and neutral mediation.

A good relationship between Foundation administrators and teachers can not only resolve conflicts, but also foster transparency and trust. Transparency in information can increase teachers' trust in the Foundation. Teachers who believe in foundation management are more likely to show high commitment and good performance. Trust built through good communication also increases teacher loyalty to the foundation, which has a positive impact on teacher retention and stability of the teaching workforce.

Minimal teacher retention can facilitate effective coordination and collaboration between teachers. Foundation administrators can organize regular meetings and brainstorming sessions to address challenges together. This can be realized by fostering synergy within the teaching team. Synergy between foundation administrators and the teaching team can be created, increasing the effectiveness of teaching and learning. Good quality communication between foundation administrators and teachers is the main key to improving teacher performance. By creating an open, transparent and supportive communication environment, foundation administrators can increase teacher motivation, job satisfaction and professionalism. This will ultimately have a positive impact on the quality of education and overall performance of the school.

School Principals on School Performance

Principal leadership is a process in which a principal uses skills, strategies and influence to manage and direct a school with the aim of achieving a predetermined educational vision. This involves the ability to plan, organize, lead, and control various aspects of school operations, including curriculum, instruction, resource management, as well as relationships with students, staff, and the community (Fitri et al., 2022; Karim et al., 2021). As a result of observations found in the field by researchers, school principals are able to create an inclusive, safe and collaborative school culture and climate. This is in line with (Umroniyah, 2020) stated that school principals will improve the performance of their institutions if they are able to have the ability to manage the school climate and be collaborative, especially collaborative in the selection of new student admissions and monitoring of their employees.

Based on the results of the study, the principal has a positive and significant influence on teacher performance. Effective principal leadership is one of the key factors that can positively influence teacher performance. Here are some reasons why principal leadership has a significant impact on teacher performance, such as, Create a clear vision and mission, this explains how to set goals, A good principal sets a clear vision and mission for the school, so that teachers have definite guidance on the educational goals to be achieved, in addition to consistency and direction, determining a clear vision and mission so that teachers can direct their efforts in accordance with school goals, increasing the efficiency and effectiveness of their work. Next, provide support and resources, such as Professional Support which provides Supportive school principals provide training and professional development opportunities for teachers, so they can continue to improve their competencies, the second is facilities and tools, providing adequate resources, such as teaching equipment and teaching materials, allows teachers to teach more effectively. Then there is Develop a Positive Work Environment, namely a collaborative atmosphere with effective principals encouraging cooperation and collaboration among teachers, creating a supportive and inspiring environment. providing recognition and appreciation for teachers' hard work and achievements increases their motivation and morale. The next point about Inspirational Leadership includes positive role models, meaning principals who are exemplary in terms of discipline, work ethic, and commitment to education inspire teachers to emulate these behaviors. At this point there are also Inspirational principals who are able to motivate teachers to reach their full potential and face challenges with enthusiasm. Fifth, explaining about Effective Management, namely that there is organization and planning, the explanation is that a good school principal is able to organize and plan school activities well, so that teachers can carry out their duties smoothly without unnecessary disturbances. An effective school principal is able to identify and resolve problems quickly, preventing these problems from interfering with teacher performance. The next aspect is explained about building strong relationships, including open communication, explained

by principals who communicate openly with teachers create strong, trusting relationships, allowing for a constructive exchange of ideas and feedback. understanding teachers' individual needs and aspirations, and providing appropriate support, helps in improving individual performance. Another important aspect is the ability to handle conflict effectively, namely conflict mediation with Principals who are skilled in conflict mediation are able to handle differences and tensions among teachers or between teachers and students, thereby creating a more harmonious work environment and the last is a collaborative approach, by involving teachers in the problem-solving process, principals demonstrate that they value teacher input and participation, which ultimately increases satisfaction and performance.

Table 5 The Principal's Role in Supporting Teachers

No	Principal Leadership Aspects	Operational	Impact on Teachers
1	Create a Clear Vision and Mission	1. Goal setting 2. Consistency and Direction	1. Have a clear work direction. 2. Increased work efficiency and effectiveness
2	Provide Support and Resources	1. Professional Support 2. Facilities and Tools	1. Teacher competence increases. 2. Teaching process is more effective.
3	Develop a Positive Work Environment	1. Collaboration 2. Recognition	1. Supportive work environment. 2. Teacher motivation and morale increase
4	Inspirational Leadership	1. Positive Role Model 2. Motivation	Teachers are more motivated and confident.
5	Effective Management	1. Organization and Planning 2. Problem Solving	1. Teachers' tasks are more organized 2. Problems are resolved before they become major obstacles.
6	Building Strong Relationships	1. Open Communication 2. Understanding Needs	1. Teachers feel appreciated and supported. 2. Improved individual performance
7	Handle Conflict Effectively	Conflict Mediation	A more harmonious working environment.
8	Collaborative Approach	Teacher Inclusion	Teachers feel appreciated and more satisfied in their work

Effective principal leadership includes various aspects that can positively influence teacher performance. From establishing a clear vision, professional support, to the ability to handle conflict, a good school principal can create a supportive and inspiring work environment for teachers. This ultimately improves teacher performance and the quality of education provided to students. The results of this research are in line with research conducted by (Nurdiansyah et al.,

2023; Sukesi & Rindaningsih, 2023). The results of their research show that good planning in human resource development will improve the performance of organizations, both private and government agencies.

Foundation Management and School Principals on School Performance.

Foundation Management is the management and organization of resources owned by the foundation to achieve the goals and vision of the organization. (Corvello et al., 2023; Poláková - Kersten et al., 2023). Foundations, as institutions that often have an important role in supporting the education, social or cultural sectors, require effective management in order to function optimally (Aithal & Maiya, 2023). Foundation management covers various aspects, from strategic planning, resource management, fundraising, to monitoring and evaluation of planned programs (Rony et al., 2023; Siregar & Perdhana, 2024).

The results of the analysis show that 40.70% of the variation in teacher performance can be explained by factors related to foundation management. This indicates that foundation management has a very important role in creating an environment that supports improving teacher performance. Good foundation management can provide support for resources, facilities, and development strategies that encourage teachers to work better. In practice, foundation management contributes through effective fund management, provision of adequate facilities, and training or professional development for teachers. This factor shows that decisions and policies taken by foundation management will have a direct impact on the success of teachers in carrying out their duties and responsibilities at school. The principal's leadership contributed 28.62% to the variation in teacher performance. This shows that the principal's leadership style and quality have a major influence on the achievement of teacher performance. The principal plays an important role in creating a positive school culture, setting clear goals, and providing support and motivation for teachers. Effective leadership is demonstrated through the principal's ability to manage daily school operational activities, provide appropriate direction, and create a work climate that supports the development of teacher professionalism. Strong principal leadership can influence teacher performance through good management of resources, strengthening collaboration between teachers, and providing constructive feedback.

The combined influence of foundation management and principal leadership explains 49.40% of the variation in school performance. This shows that collaboration between the two factors has a greater impact than the influence of each factor separately. This means that the synergy between foundation management and principal leadership has a very important role in improving overall school performance. This collaboration can be seen in various forms, for example by jointly conducting a comprehensive assessment of school needs. In addition, the synchronization in fund management also shows good cooperation, where foundation management utilizes networks to find sponsors which are then used to improve school facilities, such as creating more comfortable classrooms and more modern libraries. With close collaboration, both parties can plan, implement, and evaluate school performance improvement programs more effectively.

In planning and evaluation, good cooperation between foundation management and principals has been shown to have a significant impact. Through joint planning, they can develop programs that are more relevant to school needs, both in terms of facilities and developing the quality of education. Joint evaluation also allows both parties to identify strengths and weaknesses in the program that has been implemented, so that it can be improved in the future.

The combination of financial and strategic support from the foundation with effective leadership and good operational management from the principal creates a better learning environment. This has a direct impact on improving the overall performance of the school. For example, with adequate facilities and good management, teachers can focus more on carrying out their teaching duties, while students get a more conducive environment for learning.

Overall, the collaboration between the foundation management and the principal's leadership has a very large influence on school performance. Both complement each other, with the foundation providing the necessary strategic and financial support, while the principal manages operations and creates a positive school culture. The synergy between the two can create an environment that supports improving teacher and student performance, which ultimately has an impact on improving the overall performance of the school. Therefore, it is important for the foundation management and the principal to continue to strengthen their collaboration in planning, implementing, and evaluating educational programs that focus on improving the quality and outcomes of education in schools.

The role of the principal and the management of the Foundation has an influence on the performance of the school organization which has a significant impact. This is a novelty in this study because in previous studies there has been no research that has explored the impact on school performance. Previous studies have focused on the leadership of the principal and the management of the Foundation having an impact on teacher performance, such as the following studies. (Kartiko et al., 2024; Rosmika et al., 2022; Rosyid, 2019).

CONCLUSION

In this research, it was found that foundation administrators had a significant impact on teacher performance. these new findings are based on several factors identified in the research teacher involvement and participation, good communication, professional development, conflict resolution, good relationships, synergy and collaboration, by creating an open, transparent and supportive communication environment between foundation administrators and teachers, the positive influence on teacher performance can be increased. these new findings show that the role of foundation administrators is not only limited to administrative aspects, but also plays an important role in improving the quality of education in schools.

The practical implications of this research that can be applied in educational institutions to improve teacher performance are establishing regular discussion forums between foundation administrators and teachers to discuss educational policies and programs, identifying training needs periodically through surveys or direct discussions with teachers, forming a mediation team or resolution committee. conflicts to handle problems that arise quickly and effectively, Encourage synergy and collaboration within the teaching team through holding regular meetings and brainstorming sessions and Prioritize fostering good relationships between foundation administrators and teachers to increase trust and motivation in the work environment. By implementing these recommendations, it is hoped that teacher performance can continue to improve, thereby creating a greater positive impact on the quality of education and overall school welfare.

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