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THE RELATIONSHIP OF DEMOCRATIC LEADERSHIP STYLE AND CONFLICT MANAGEMENT WITH THE PERFORMANCE OF PUBLIC ELEMENTARY SCHOOL PRINCIPALS IN BEKASI REGENCY

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Abstracts
The purpose of this study is to ascertain how the performance of public elementary school principals in Bekasi Regency is related to democratic leadership style and conflict management. This study uses correlational methodology and is quantitative. Researchers employed observation, questionnaires, interviews, and Correllation analysis to examine the data they collected. According to the study's findings, there is a relationship between democratic leadership style and school principal performance, with significance values of 0.001<0.05; there is also a relationship between conflict management and the principal's performance, with a significance value of 0.017<0.05; and there is a relationship between democratic leadership style and conflict management combined with the principal's performance, with significance values of 0.001<0.05. In summary, this study demonstrates that democratic leadership style and conflict management significantly affect school principal performance. The finding of this study suggests that in order to increase leadership efficiency and educational quality in schools, principals must develop abilities in democratic leadership and dispute resolution.

Keyword: Democratic Leadership Style, Conflict Management, Principal Performance

Introduction

Based on information provided by PISA (International Student Assessment Program) in 2018, Indonesia ranked 72nd out of 79 OECD member countries. Meanwhile, according to TIMSS (Trends in Science and Mathematics Studies), Indonesia is in the 44th position out of 47 countries in the field of arts and 44th position out of 49 countries for mathematics. In terms of education quality, Indonesia ranks fifth from bottom among 14 other developing countries,

according to the 2016 Global Education Monitoring (GEM) Report by UNESCO. However, according to the latest information from the Global Education Monitoring (GEM) Report 2020, there has been a decline in education standards internationally (Lestari and Zuriah 2018).

The data above illustrates that the quality of Indonesian education is still low, so qualified and competent teachers are still needed and need to be improved. As a leader and manager who is entrusted to manage educational institutions where interactions between didk participants and educators occur in the teaching and learning process. Through his performance, the principal is expected to be able to influence educators to achieve their aspired academic goals. As we know, the mandate conveyed by the government through its statement on the purpose of Indonesian national education states that national education is useful for the formation of character and cultural progress of the nation that has dignity with the intention of making the nation's life smart. A. Purba, one of the education observer activists in Bekasi Regency, he really hopes that the Head of the Bekasi Regency Education Office will immediately evaluate the performance of elementary and junior high school principals. The reason is, he found that some school principals in Bekasi Regency, both at the elementary and junior high levels, are often negligent in carrying out their duties. This is reinforced by the results of research which states that the performance of school principals in Indonesia tends to be still relatively low. The majority of them are only focused on administrative issues, monitoring teacher absences, preparing reports to supervisors, and have not shown their role as a professional leader (Lestari and Zuriah 2018).

As a leader, the principal is expected to be able to mobilize all the potential of the school in various ways or techniques to influence his subordinates, which is then called the leadership style (Zuldesiah, Gistituati, and Sabandi 2021). One type of leadership style that can be implemented by school principals in order to improve the performance of educators and influence them is the democratic leadership style (Kusumasari and Widiatna 2022). Democratic leadership is a contemporary and participatory form of leadership in which all members are encouraged to engage by offering their ideas and drive to realize organizational objectives (Sari et al. 2020).

Apart from being a leader, the principal also acts as a manager who is expected to be able to organize and manage the educational institution he leads to achieve predetermined goals. In carrying out his duties, the principal must be faced with various kinds of problems. Therefore, the principal must be able to understand and know the problems or conflicts that are being faced by the school. So that the principal, in addition to being a leader, also acts as a manager in order to be able to organize, manage and control the problems that occur and direct them in a better direction. One form of management that is able to improve and influence the performance of educators is conflict management (Nugroho 2020). Conflict management is the process of designing and implementing management tactics by parties to a conflict in order to control it and bring about the desired outcome (Saadah, Rahmayati, and Saely 2022).

Based on the information above, so that the following hypothesis can be described:

1. There is a positive relationship between democratic leadership style and principal performance.
2. There is a positive relationship between conflict management and the principal's performance.
3. There is a positive relationship between democratic leadership styles and conflict management together with principal performance.

Methods

The research method used in this study is quantitative method, which is a type of research that is systematic and structured with clear stages, aims to explain or describe an existing social phenomenon (Fauzi and et al 2022). As for the collection of data collection process, researchers use the survey method, which is a method of collecting information from a sample through

questionnaires or interviews (Ahyar et al. 2020). In this study there were two independent variables and one dependent variable.

The population of this study is all principals in 715 State Elementary Schools (SDN) from 23 sub-districts in Bekasi Regency based on Bekasi Regency School Data. Based on these data, it can be concluded that if each school has one principal, it means that the total number of principals of public elementary schools (SDN) in the Bekasi Regency area is equal to the number of schools, which is 715 principals. Given the vastness of Bekasi Regency and the lack of resources and capabilities of researchers. To ascertain the population that is likely to be reached, researchers use a cluster sampling approach, which is a technique of determining samples by splitting large areas into smaller ones (sub-subregions) to determine samples. So that the affordable population that the researchers determined was 171 from 6 (six) sub-districts.

Cluster Sampling Results Table

No	District	Number of Public Elementary Schools
1	Babelan District	45
2	Cibitung District	38
3	Sukatani District	25
4	Sukawangi District	19
5	Tambelang District	16
6	North Tambun District	28
Total		**171**

Based on an affordable population of 171 from 6 sub-districts in the Bekasi Regency area. As some statisticians argue that respondents or prospective respondents needed to conduct instrument tests are at least 30 respondents. So 30 respondents were selected to test measuring instruments. In this study, the Slovin formula was used to determine the size or size of the sample to be taken. The Slovin formula can be used to determine the sample size of the population, namely:

$$n = \frac{N}{1 + N\,(e)^2}$$

Information:
n : Number of samples
N : Number of population
e : The significance level is 0.05 (5%)

Thus, it is known that the population (N) is 171 and the level of significance that the researcher desires is 5% (0.05). Then the number of samples obtained using the Slovin formula is = 120. With details:

$$n = \frac{N}{1 + N\,(e)^2} = \frac{171}{1 + 171\,(0{,}05)^2} = \frac{171}{1 + 171\,(0{,}0025)} = \frac{171}{1{,}4275} = 119{,}8 = 120$$

For data analysis used several test techniques. The first test carried out is an instrument test with validity tests and reliability tests. The purpose of the validity test is to evaluate a question item's reliability, correctness, and suitability for measuring the variables under investigation. An item is called valid, if it is able to make measurements in accordance with what should be measured. While reliability tests are carried out to determine the level of stability of a measuring instrument (Sahir 2022). The formula used for the validity test is the correlation formula *Product Moment* With the criteria if the value of r is calculated > r table, then the question item is accepted, but if r count < r table, then the question item is rejected with a significance level of 0.05 or 5%. While in the reliability test is the formula *Alpha Cronbach*. Reliability less than 0.6 is not good. While 0.7 is acceptable and above 0.8 is good with the questionnaire criteria being declared reliable if the Cronbach's Alpha score is > 0.70

(r11 > r criteria), and the questionnaire is declared unreliable if the Cronbach's Alpha value is < 0.70 (r11 < r criteria).

After conducting validity and reliability tests, researchers conducted prerequisite analysis tests, including normality tests, linearity tests and multicollinearity tests. The normality test aims to find out whether the free and bound variables are regularly distributed. The normality test that the researchers used was the Probability Plot normality test which was reinforced by the Kolmogorov-smirnov normality test. The criteria for making the probability plot normality test decision are:

- When the points follow their diagonal line, the residual value is normally distributed.
- When the points are spread out and not aligned with their diagonal, the residual value does not follow a normal distribution.

While the decision-making criteria of the Kolmogorov-smirnov normality test are:

- In case the significance value is smaller than 0.05, it is considered that the data are not normally distributed (Significance Value < 0.05).
- In case the significance value exceeds 0.05, it is considered that the data are not regularly distributed (Significance Value > 0.05).

While the linearity test aims to show that the average of the sample data group is linear. The test criteria are:

- There is a significant linear relationship between the independent and dependent variables if the Deviation Linearity Sig. value is more than 0.05 (Value of Deviation Linearity Sig. > 0.05).
- There is no significant linear relationship between the independent and dependent variables if the Deviation Linearity Sig. value is less than 0.05 (Value of Deviation from Linearity Sig. > 0.05).

The multicollinearity test is used to determine whether the independent variable has a strong relationship or not using the Variance Inflation Factor (VIF) and Tolerance (TOL) techniques. The test criteria are:

- Multicollinearity symptoms do not occur if the tolerance value is greater than 0.100 (TOL > 0.100) and VIF is smaller than 10.00 (VIF < 10.00).
- Multicollinearity symptoms occur when the tolerance value is less than 0.100 (TOL < 0.100) and VIF is greater than 10.00 (VIF > 10.00).

After the researcher took a series of statistical activities with descriptive techniques followed by analysis prerequisite tests. Then the researcher performs statistical calculations with inferential techniques. Inferential statistics is a statistical method for analyzing sample data, and the results are then applied to a population or generalized (Sahir 2022). In inferential analysis techniques, two analysis techniques can be used, namely correlation analysis techniques, comparative analysis techniques. Because in this study researchers look for relationships between variables, researchers use correlation analysis. Correlational research is principally looking for relationships or correlations (r) between variables. The research that researchers will use in this study is a simple correlation coefficient and multiple correlation coefficient. For ease in calculation, researchers fully use the help of software with the SPSS (Stastitic Product and Service Solution) Version 22.0 program and Microsoft Excel software.

Results and Discussion

Findings

Test Instruments

In this section, researchers will conduct instrument tests on 30 respondents with a significance of 5%, then the r table is 0.361. Based on the findings of the validity test that researchers conducted on three variables (consisting of two independent variables and one dependent variable) using the product moment correlation formula with the help of the Microsoft Office Excel 2019 application, the following results were obtained:

No	Variable	Number of Items	Information	
			Valid	Invalid
1	Principal Performance (Y)	32	30	2
2	Democratic Leadership Style (X1)	31	30	1
3	Conflict Management (X2)	32	31	1

After conducting a validity test, then researchers conducted a reliability test using the Microsoft Office Excel 2019 program, researchers obtained Cronbach's alpha value or reliability coefficient (r11) with r criteria of 0.70 as follows:

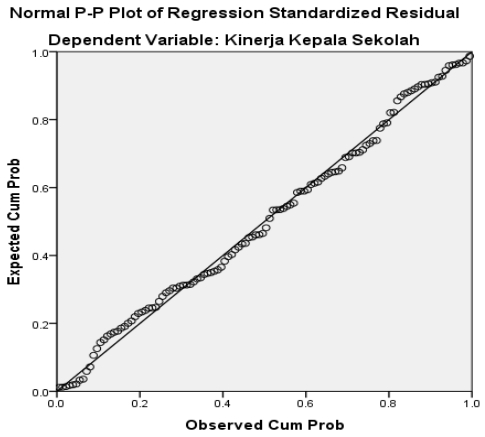
No	Variable	r criteria	Coefficient of Reliability (r 11)	Information
1	Principal Performance (Y)	0,70	0,856	Reliable
2	Democratic Leadership Style (X1)	0,70	0,853	Reliable
3	Conflict Management (X2)	0,70	0,858	Reliable

Test Analysis Prerequisites

After conducting instrument tests, researchers continued to conduct analytical prerequisite tests (normality tests, linearity tests and multicollinearity tests) on instrument test result items to 120 research samples.

1. Normality Test

Using the criteria described earlier, this normality test is performed to find out whether the free and bound variables are regularly distributed or not with the help of the SPSS program. The researchers used the probability plot normality test and the Kolmogorov-Smirnov normality test as the normality test, so that the results were obtained:



Probability Plot Normality Test Results Image

Based on the image above, it is clear that the plot points always follow the diagonal line. So it can be concluded that the residual values are distributed regularly (normally). The Kologorov-Smirnov normality test was then applied to better support this normality test.

Kologorov-Smirnov Normality Test Results Table

One-Sample Kolmogorov-Smirnov Test

			Kinerja Kepala Sekolah	Gaya Kepemimpinan Demokratis	Manajemen Konflik
N			120	120	120
Normal Parameters[a,b]	Mean		105,62	104,54	93,89
	Std. Deviation		8,675	7,838	12,009
Most Extreme Differences	Absolute		,067	,071	,070
	Positive		,067	,071	,057
	Negative		-,063	-,065	-,070
Test Statistic			,067	,071	,070
Asymp. Sig. (2-tailed)[c]			,200[d]	,200[d]	,200[d]
Monte Carlo Sig. (2-tailed)[e]	Sig.		,204	,137	,151
	99% Confidence Interval	Lower Bound	,194	,128	,141
		Upper Bound	,215	,146	,160

a. Test distribution is Normal.
b. Calculated from data.
c. Lilliefors Significance Correction.
d. This is a lower bound of the true significance.
e. Lilliefors' method based on 10000 Monte Carlo samples with starting seed 1436392024.

Based on the data above, it can be shown that each of the three variables has an Asymp. Sig. (2-tailed) significance value of 0.200 which is higher than the significant level (0.200 > 0.05). Thus, it can be said that the data is normally distributed and the three variables are declared to pass the data normality test if the significance value is more than 0.05.

2. Linearity Test

Researchers then conducted a linearity test after completing the normality test. This linearity test is performed to find out whether the independent and dependent variables have a significant linear relationship.

a) Democratic Leadership Style with Principal Performance

Table of Variable Linearity Test Results X1 with Vaiabel Y

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
Kinerja Kepala Sekolah * Gaya Kepemimpinan Demokratis	Between Groups	(Combined)	7074,658	32	221,083	10,222	<,001
		Linearity	6128,100	1	6128,100	283,330	<,001
		Deviation from Linearity	946,558	31	30,534	1,412	,108
	Within Groups		1881,708	87	21,629		
	Total		8956,367	119			

It is evident from the aforementioned data that the value of Deviation Linearity (0,108 > 0.05) is more than 0.05. Thus it can be concluded that the Democratic Leadership Style variable (X1) and the Principal Performance variable (Y) have a significant linear relationship.

b) Conflict Management with Principal Performance

Table of Variable Linearity Test Results X2 with Vaiabel Y

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
Kinerja Kepala Sekolah * Manajemen Konflik	Between Groups	(Combined)	3945,967	43	91,767	1,392	,104
		Linearity	426,681	1	426,681	6,472	,013
		Deviation from Linearity	3519,286	42	83,793	1,271	,181
	Within Groups		5010,400	76	65,926		
	Total		8956,367	119			

It is evident from the aforementioned data that the value of Deviation Linearity (0.181 > 0.05) is more than 0.05. Thus it can be concluded that the Conflict Management variable (X2) and the Principal Performance variable (Y) have a significant linear relationship.

3. Multicollinearity Test

The multicollinearity test is used to determine whether the independent variable has a strong relationship or not using the Variance Inflation Factor (VIF) and Tolerance (TOL) techniques.

Multicollinearity Test Results Table

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients			Collinearity Statistics	
		B	Std. Error	Beta	t	Sig.	Tolerance	VIF
1	(Constant)	5,229	6,488		,806	,422		
	Gaya Kepemimpinan Demokratis	,900	,057	,813	15,672	<,001	,976	1,024
	Manajemen Konflik	,067	,037	,093	1,799	,075	,976	1,024

a. Dependent Variable: Kinerja Kepala Sekolah

It is evident from the aforementioned data that the Variable Democratic Leadership Style (X1) and Conflict Management (X2) have a tolerance value of 0.976 > 0.100 and a VIF value of 1.024 < 10.00. So it can be concluded that there are no symptoms of multicollinearity in this variable.

Test the hypothesis

1) The Performance of Public Elementary School Principals in Bekasi Regency and the Democratic Leadership Style

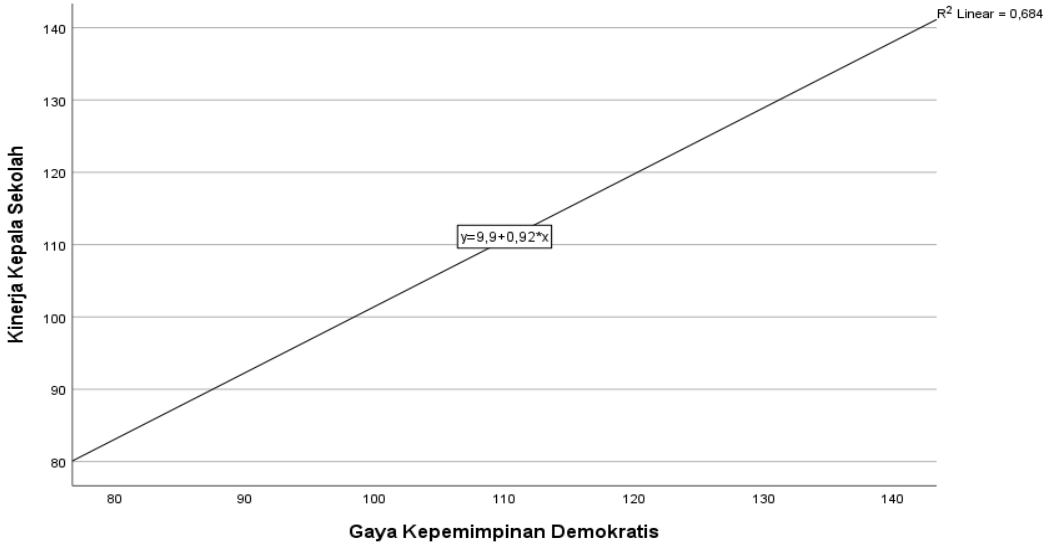
Table of Simple Regression Test Results between Variables X1 and Y

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	9,897	6,003		1,649	,102
	Gaya Kepemimpinan Demokratis	,916	,057	,827	15,990	<,001

a. Dependent Variable: Kinerja Kepala Sekolah

It is evident from the aforementioned data that the significant value between Democratic Leadership Style (X1) and Principal Performance (Y) is 0.001. Thus, it may be said that H0 is denied while H1 is approved. The Democratic Leadership Style variable (X1) and the Principal's Performance (Y) have a substantial correlation (relationship), as indicated by the significance value of 0.001 <0.05. Based on the above values, the graph of the regression equation can be described as follows:



Graph Image of Regression Equation between Variables X1 and Y

The regression equation's result, as seen by the graph above, is y = 9.9 + 0.92x. Consequently, it follows that if the independent variable is regarded as constant, then the Democratic Leadership Style variable does not exist (X1 = 0), meaning that the Principal's Performance is at 9.897 (rounded 9.9). The value of the Determinant Coefficient (R2) is as follows:

Table of Determinant Coefficient Test Results of Variable X1 with Y

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,827[a]	,684	,682	4,896

a. Predictors: (Constant), Gaya Kepemimpinan Demokratis

It is known that the value of R square (R) is 0.684 based on the table above. According to KD = r2 x 100%, or KD = 0.684 x 100% = 68.4%, the Democratic Leadership Style variable has an impact on the Principal's Performance of 68.4%. The R value of 0.827 is also included in the above table. This figure shows that the magnitude of the strength of the relationship between the Democratic Leadership Style variable and Principal Performance is very strong based on the degree of relationship guidelines which state that a value between 0.81 - 1.00 indicates a very strong correlation.

2) The Association between Bekasi Regency Public Elementary School Principals' Performance and Conflict Management

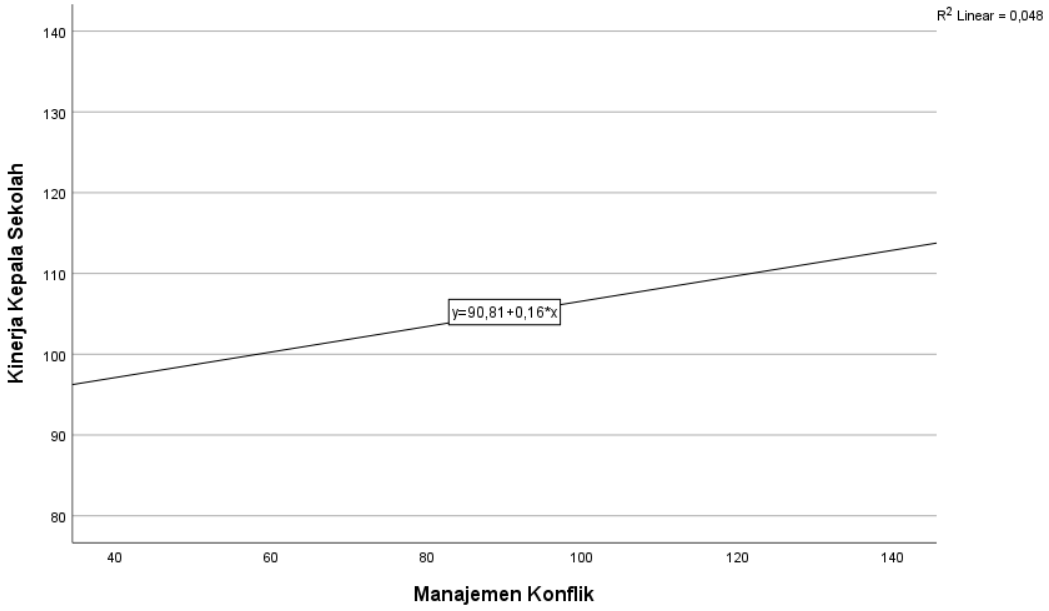
Table of Simple Regression Test Results between Variables X2 and Y

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	90,812	6,143		14,783	<,001
	Manajemen Konflik	,158	,065	,218	2,430	,017

a. Dependent Variable: Kinerja Kepala Sekolah

It is evident from the aforementioned data that the significant value between Conflict Management (X2) and Principal Performance (Y) is 0.017. Thus, it may be said that H0 is denied while H1 is approved. Given that the significance value is 0.017 < 0.05, it can be concluded that the principal's performance (Y) and conflict management (X2) have a significant association (related). Based on the above values, the graph of the regression equation can be described as follows :



Graph Image of Regression Equation between Variables X2 and Y

The regression equation's value, as seen by the graph above, is y = 90.81 + 0.16x. Consequently, it follows that if the independent variable is regarded as constant, then the Conflict Management variable does not exist (X1 = 0), meaning that the Principal's Performance is at 90.812 (rounded 90.81) The value of the Determinant Coefficient (R2) is as follows :

Table of Determinant Coefficient Test Results of Variable X2 with Y

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,218[a]	,048	,040	8,502

a. Predictors: (Constant), Manajemen Konflik

It is known that the number R squared (R) is 0.048 based on the table above. Using the formula KD = r2 x 100%, we may deduce that the Management Conflict variable affects the Principal's Performance by 4.8%, or KD = 0.048 x 100% = 4.8%. The R value of 0.218 is also displayed in the above table. Based on the degree of association recommendations, which imply that a value between 0.21 to 0.40 indicates a poor correlation, this chart demonstrates the extremely significant link between the Management Conflict variable and Principal Performance.

3) The Association between the Performance of Public Elementary School Principals in the Bekasi Regency and Democratic Leadership Style and Conflict Management

Table of F Test Results between Variable X1 and Variable X2 with Y

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	6204,211	2	3102,106	131,877	<,001[b]
	Residual	2752,155	117	23,523		
	Total	8956,367	119			

a. Dependent Variable: Kinerja Kepala Sekolah
b. Predictors: (Constant), Manajemen Konflik, Gaya Kepemimpinan Demokratis

The data provided above clearly shows that the Democratic Leadership Style (X1) Conflict Management variable (X2) has a significance value of 0.001 < 0.05. Thus, it may be said that H0 is rejected and H1 is approved. This indicates that the variables Democratic Leadership Style (X1), Conflict Management (X2), and Principal Performance (Y) all have a substantial connection (related). The value of the Determinant Coefficient (R2) is as follows :

Table of Determinant Coefficient Test Results of Variable X1 and Variable X2 with Y

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,832[a]	,693	,687	4,850

a. Predictors: (Constant), Manajemen Konflik, Gaya Kepemimpinan Demokratis

It is known that the value of R square (R) is 0.687 based on the table above. KD = r2 x 100%, or KD = 0.687 x 100% = 68.7%, indicates that the Democratic Leadership Style and Management Conflict factors affect the Principal's Performance of 68.7%. The R value of 0.832 is also displayed in the above table. The degree of relationship guidelines indicate that a value between 0.81 and 1.00 indicates a very strong correlation, and this figure demonstrates the magnitude of the strength of the relationship between the Democratic Leadership Style variable, Management Conflict, and Principal Performance.

Conclusion

Based on the results of data analysis and discussion, it can be concluded, that:

1. The performance of public elementary school principals in Bekasi Regency is significantly positively correlated with their Democratic Leadership Style; alternatively, it can be said that as principals' Democratic Leadership Style grows, so does their performance.
2. The performance of public elementary school principals in Bekasi Regency is significantly positively correlated with their knowledge and proficiency in conflict management; put another way, as principals' conflict management knowledge and skills grow, so does their performance.
3. Democratic leadership style and conflict management knowledge of principals are positively correlated with principal performance in Bekasi Regency's public elementary schools. Put another way, this means that principal performance increases as these two skills grow more combined.

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