

Research Article

Effect of School Leadership, Teacher Professionalism, and Community Participation on Primary Education Quality

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Abstract: This study aims to: (1) analyze the influence of principal leadership on educational quality at SD Negeri Bimor Jaya, North Morowali; (2) analyze the influence of teacher professionalism on educational quality at SD Negeri Bimor Jaya, North Morowali; (3) analyze the influence of community participation on educational quality at SD Negeri Bimor Jaya, North Morowali; and (4) analyze the simultaneous influence of principal leadership, teacher professionalism, and community participation on educational quality at SD Negeri Bimor Jaya, North Morowali. This research employed a quantitative approach using an associative research design and an ex post facto method. The population of the study consisted of all teachers at SD Negeri Bimor Jaya, all of whom were included as research samples through a total sampling technique. Data were collected using Likert-scale questionnaires and documentation. Data analysis was conducted using descriptive and inferential statistical techniques, preceded by classical assumption tests to ensure the suitability of the regression model. The results of the study indicate that: (1) principal leadership has an influence on educational quality; (2) teacher professionalism has an influence on educational quality; (3) community participation has an influence on educational quality; and (4) principal leadership, teacher professionalism, and community participation simultaneously influence educational quality at SD Negeri Bimor Jaya, North Morowali. These findings emphasize that improving educational quality requires effective school leadership, professional teachers, and active support and involvement from the community.

Keywords: Community Participation; Educational Quality; Principal Leadership; School Improvement; Teacher Professionalism

1. Introduction

Education quality has increasingly been recognized as a central pillar of sustainable development and a key driver of social transformation. Within the framework of the Sustainable Development Goals, quality education is positioned not merely as an instrument for knowledge transmission but as a strategic means of empowering individuals and communities to navigate complex global challenges. The fourth SDG emphasizes the provision of inclusive, equitable, and high-quality education as a prerequisite for lifelong learning opportunities, underscoring the importance of strengthening educational systems from the most foundational levels (MY et al., 2025). In this regard, the quality of primary education occupies a critical role, as it establishes the cognitive, social, and moral foundations that shape learners' trajectories throughout subsequent stages of education and beyond.

In Indonesia, efforts to enhance education quality have been continuously pursued through comprehensive policy reforms, including the implementation of the Merdeka Curriculum, the reinforcement of national education standards, and the decentralization of school management authority (Helda & Syahrani, 2022; Lallo et al., 2021). Despite these policy commitments, disparities in education quality across regions remain a persistent challenge. Schools in geographically remote and socioeconomically disadvantaged areas frequently encounter structural constraints related to limited human resources, inadequate infrastructure, and weak social engagement in educational processes. Kabupaten Morowali Utara in Central

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Sulawesi exemplifies such conditions, where geographical barriers and uneven access to educational support systems continue to influence the quality of educational services and student learning outcomes. These contextual challenges indicate that national policy initiatives have not always translated into substantive improvements at the school level, particularly in rural and peripheral regions.

At the school level, leadership plays a decisive role in shaping educational quality. Within the paradigm of school-based management, principals are no longer positioned solely as administrative authorities but as instructional leaders responsible for articulating vision, fostering innovation, and steering organizational change. Effective school leadership contributes to the creation of a positive learning climate, strengthens collaboration among teachers and parents, and ensures accountability in educational governance (Judijanto et al., 2024). Principals who demonstrate visionary, adaptive, and responsive leadership capacities are more likely to mobilize school resources strategically and promote continuous quality improvement, particularly in primary education settings (Nursidah et al., 2022). However, leadership effectiveness does not operate in isolation and is inherently intertwined with other key actors within the school ecosystem.

Teacher professionalism constitutes another fundamental determinant of education quality. Professional teachers possess the pedagogical, social, personal, and professional competencies required to transform curriculum objectives into meaningful learning experiences for students (Sitepu et al., 2024). Nevertheless, in practice, teachers—especially in underdeveloped regions—often face systemic challenges, including excessive administrative workloads, limited access to professional development opportunities, and insufficient institutional support for continuous capacity building. These constraints may hinder teachers' ability to implement high-quality instructional practices consistently, thereby limiting the potential impact of leadership initiatives on classroom-level learning processes. Consequently, the alignment between school leadership and teacher professionalism becomes a critical factor in realizing educational quality.

Beyond internal school actors, community participation represents an essential yet frequently underexamined component of education quality. Parents, community leaders, religious figures, and school committees serve as strategic partners in supporting, monitoring, and legitimizing educational practices. Active community involvement through parental engagement programs, participatory decision-making forums, and oversight of educational resource utilization enhances school accountability and ensures that educational services remain responsive to local needs (Bushra & Naqvi, 2023; Eden et al., 2024). However, in many rural contexts, community participation remains limited and largely symbolic, often due to low educational literacy and a prevailing perception that educational responsibility rests exclusively with schools. This passive engagement constrains the development of collaborative school–community relationships that are vital for sustaining educational quality.

From a systemic perspective, education quality emerges from the dynamic interaction among school leadership, teacher professionalism, and community participation rather than from the influence of any single factor. These elements collectively form a micro-educational system in which synergy and alignment determine the effectiveness of educational delivery and learning outcomes (Basid et al., 2024). When principals lead strategically, teachers enact professional instructional practices, and communities engage meaningfully, a sustainable ecosystem of quality education can be cultivated. Conversely, fragmentation among these actors may undermine policy implementation and limit the effectiveness of school-level interventions.

Empirical observations at SD Negeri Bimor Jaya, located in Petasia Timur District, Morowali Utara Regency, indicate that education quality at the school remains suboptimal. This condition is reflected in fluctuating student academic performance, minimal collaborative activities between the school and the surrounding community, and limited innovation in instructional practices. Although the principal and teachers have performed their respective roles, insufficient integration among school actors and weak community participation appear to constrain comprehensive quality improvement efforts. These conditions highlight a tangible gap between the normative expectations of education policy and the realities of school-level practice in disadvantaged contexts.

Previous studies have demonstrated the significant influence of principal leadership and teacher professionalism on education quality. Bashor & Darmawan (2024) found that leadership styles and teacher professionalism directly affect teacher performance, while Saputra et al (2024) reported that effective leadership enhances school members' motivation to achieve

high educational standards. Nevertheless, these studies have not explicitly incorporated community participation as an integral component of the educational ecosystem. Although A'yun & Muttaqin (2024) acknowledged the importance of community support, their work did not comprehensively examine its interaction with leadership and teacher professionalism. This limitation indicates an empirical gap concerning the synergistic contributions of these three factors to education quality, particularly within primary schools in rural and underdeveloped regions.

Addressing this gap is both theoretically and practically significant. Integrating leadership, teacher professionalism, and community participation within a unified analytical framework offers the potential to enrich theoretical understandings of education quality as a systemic construct while providing evidence-based insights for policy and practice in disadvantaged areas. Accordingly, this study aims to examine the effects of principal leadership, teacher professionalism, and community participation—both individually and simultaneously—on education quality at SD Negeri Bimor Jaya, Morowali Utara. By grounding the analysis in local empirical conditions, this research seeks to contribute to the advancement of educational theory and to inform context-sensitive strategies for improving primary education quality in marginalized regions.

2. Literature review

Principal Leadership

In organizational and management studies, leadership is commonly understood as the capacity to influence and direct individuals or groups toward the achievement of shared goals (Robbins & Judge, 2017). Within the educational context, principal leadership has evolved beyond administrative functions toward instructional and transformational roles that enable schools to cultivate a supportive learning climate, encourage innovation, and ensure accountability in school governance (Acu, 2023; Saifuddin, 2019). Principals are therefore positioned as key agents in managing and integrating educational resources in alignment with student needs and educational policies (Ulandari & Afriansyah, 2019).

The effectiveness of principal leadership is widely recognized as multidimensional. (Lubis & Sagala, 2019) identify management of quality, resources, strategy, external communication, and instructional leadership as critical dimensions, emphasizing instructional leadership as the most influential in improving learning outcomes. This view aligns with transformational leadership theory, which highlights idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration as mechanisms for driving school improvement and organizational change (M. Effendi & Maunah, 2020). Synthesizing these perspectives suggests that effective principal leadership requires an integration of managerial competence, instructional guidance, transformational capacity, and relational communication.

In the context of contemporary education, leadership indicators increasingly encompass ethical integrity, strategic vision, collaborative capacity, and digital competence. Senjaya (2020) emphasizes leadership indicators relevant to the Industrial Revolution 4.0, including personal ethics, professional leadership, socio-emotional roles, and mastery of information technology. Similarly, leadership frameworks for 21st-century schools stress strategic planning, interpersonal communication, teacher professional development, technology management, and digital citizenship. Transformational leadership indicators further underscore the principal's role in inspiring change, fostering innovation, and nurturing professional growth among teachers (M. Effendi & Maunah, 2020). Collectively, these perspectives position principal leadership as a holistic construct that significantly influences school quality through systemic and cultural mechanisms.

Teacher Professionalism

Teacher professionalism represents a central construct in educational quality, reflecting not only technical teaching competence but also ethical commitment, autonomy, and continuous professional growth (Sutiono, 2021). Hoyle (1975) distinguishes between restricted professionalism, which focuses on routine classroom practices, and extended professionalism, which positions teachers as lifelong learners, innovators, and contributors to professional communities. This distinction underscores professionalism as a dynamic and developmental process rather than a static status.

Shulman (1987) further conceptualizes teacher professionalism through mastery of content knowledge, pedagogical content knowledge, and curricular knowledge, enabling teachers to transform subject matter into meaningful learning experiences. In Indonesia, teacher pro-

professionalism is institutionally reinforced through Law No. 14 of 2005 on Teachers and Lecturers, which mandates academic qualifications, certification, and the mastery of pedagogical, professional, social, and personal competencies. These frameworks collectively emphasize that professional teachers function as facilitators of learning and agents of educational change.

Empirical literature consistently highlights professionalism as a determinant of education quality. Professional teachers demonstrate strong subject mastery, pedagogical competence, reflective practice, and commitment to continuous development (Anggini et al., 2024; Kunandar, 2013; Zulhafizh, 2023). Professionalism has been shown to enhance learning quality through systematic planning, curriculum alignment, contextual teaching strategies, and character development (Zaleha et al., 2022). Moreover, professional competence contributes to sustainable education quality by fostering conducive learning environments and positive teacher–student relationships (Ningsih, 2024).

However, despite strong evidence of its positive effects, teacher professionalism is often examined independently of school leadership and community support. This separation limits understanding of how professionalism is shaped and sustained within broader school ecosystems. Variations in professionalism indicators ranging from regulatory standards to competency-based frameworks also suggest the need for conceptual alignment in empirical studies to ensure valid measurement of its impact on education quality.

Community Participation

Community participation in education is widely recognized as a cornerstone of democratic, inclusive, and context-responsive educational systems. It refers to the active involvement of parents, community members, and local stakeholders in educational planning, implementation, evaluation, and development (Muhammad, 2012; Tajudin et al., 2019). In Indonesia, such participation is legally mandated under Law No. 20 of 2003 on the National Education System, which affirms the rights and responsibilities of communities in supporting education.

Cohen and Uphoff conceptualize participation through four dimensions: decision-making, implementation, benefit sharing, and evaluation. This framework positions communities as co-governors rather than passive beneficiaries of education. Complementing this approach, Niswaty et al (2020) propose indicators that include intellectual, physical, material, skill-based, and social participation, reflecting the diverse forms of community engagement in local contexts. Synthesizing these perspectives highlights participation as a multidimensional construct encompassing cognitive, affective, and behavioral engagement.

Empirical studies indicate that community participation positively influences education quality by strengthening accountability, relevance, and sustainability. Community involvement proved particularly crucial during crises such as the COVID-19 pandemic, when parental support and local supervision ensured learning continuity (Darmawan et al., 2022). Models of community-based educational management further demonstrate that participatory governance enhances school quality through collaborative decision-making and shared responsibility (Rofiki et al., 2023). Nonetheless, the effectiveness of participation varies across contexts, with rural schools often relying on social and communal support, while urban schools emphasize formal organizational mechanisms (Dewi & Suriansyah, 2025). These variations underscore the importance of contextualizing participation within local socio-cultural dynamics.

Education Quality

Education quality is a comprehensive construct encompassing inputs, processes, services, and outcomes of educational systems. It is defined not only by student achievement but also by adaptability, relevance, and continuous improvement supported by internal quality assurance mechanisms (Nurhuda et al., 2024). From a policy perspective, education quality represents a strategic objective grounded in institutional development, stakeholder engagement, and data-driven management (Jamil et al., 2022). At the learner level, quality education fosters critical thinking, competence development, and personal growth necessary for social and professional adaptation (Rubtsova, 2023).

The components of education quality are commonly structured into input–process–output models. Abu-Alhaija et al (2018) identify key components including academic qualifications, external engagement, teaching and learning processes, academic supervision, innovation, character development, and leadership and management. In Indonesian primary education, these components are operationalized through the Eight National Education Standards, covering curriculum, process, graduate competence, educators, infrastructure, management, financing, and assessment (Government Regulation No. 19 of 2005; BSNP). This framework

enables systematic evaluation of school quality while highlighting the interdependence of leadership, teacher professionalism, and community participation as core determinants.

Research Hypotheses

Based on the theoretical synthesis and empirical evidence reviewed above, the following hypotheses are proposed:

H1: Principal leadership has a significant effect on education quality at SDN Bimor Jaya, Morowali Utara.

H2: Teacher professionalism has a significant effect on education quality at SDN Bimor Jaya, Morowali Utara.

H3: Community participation has a significant effect on education quality at SDN Bimor Jaya, Morowali Utara.

H4: Principal leadership, teacher professionalism, and community participation simultaneously have a significant effect on education quality at SDN Bimor Jaya, Morowali Utara.

3. Proposed Method

This study employed a quantitative associative design with an ex post facto and causal–correlational approach to examine the effects of principal leadership, teacher professionalism, and community participation on education quality. The research was conducted at SD Negeri Bimor Jaya, Petasia Timur District, Morowali Utara Regency, Central Sulawesi, from September to October 2025. The population comprised all teachers at the school, totaling 15 individuals (6 males and 9 females), and a total sampling technique was applied due to the small population size. Data were collected using a structured questionnaire administered to all teachers, employing a five-point Likert scale adapted from Sugiyono (2010), complemented by document analysis of school profiles, organizational structures, leadership programs, records of community participation, and education quality reports to support data triangulation. The questionnaire measured principal leadership (vision, participatory decision-making, communication, supervision, and integrity), teacher professionalism (subject mastery, lesson planning, professional development, work ethics, and instructional practices), community participation (involvement in planning, facilities support, school activities, communication, and concern for student progress), and education quality (learning outcomes, instructional effectiveness, compliance with National Education Standards, stakeholder satisfaction, and learning environment).

Data analysis was conducted using descriptive and inferential statistics. Descriptive analysis summarized the distribution of responses using measures of central tendency and variability. Prior to hypothesis testing, classical assumption tests were performed, including the Shapiro–Wilk normality test, multicollinearity testing using Variance Inflation Factor and tolerance values, and heteroskedasticity testing through scatterplots and the Glejser test. Hypotheses were tested using simple linear regression to examine the partial effects of each independent variable on education quality and multiple linear regression to assess their simultaneous effects, applying the mode:

$$Y = a + b_1X_1 + b_2X_2 + b_3X_3 + e.$$

All statistical analyses were conducted at a 5% significance level. Ethical considerations were observed by ensuring voluntary participation, confidentiality, and the exclusive use of data for academic purposes.

4. Results and Discussion

Classical Assumption Tests

Classical assumption tests were conducted to ensure that the data met the statistical requirements for multiple linear regression analysis. These tests included normality, multicollinearity, and heteroskedasticity tests. Meeting these assumptions is essential to ensure that the regression estimates are unbiased, efficient, and interpretable.

Normality Test

The normality test aimed to examine whether the research data were normally distributed. Given the relatively small sample size ($n = 15$), the Shapiro–Wilk test was employed. The data were considered normally distributed if the significance value exceeded 0.05.

Table 1. Results of Normality Test (Shapiro–Wilk).

No.	Variable	Sig.	Interpretation
1	Principal Leadership (X1)	0.230	Normal
2	Teacher Professionalism (X2)	0.053	Normal
3	Community Participation (X3)	0.089	Normal
4	Education Quality (Y)	0.070	Normal

Source: Primary data processed by the researcher (2026).

As shown in Table 1, all variables recorded significance values greater than 0.05. This indicates that principal leadership, teacher professionalism, community participation, and education quality data were normally distributed. Therefore, the assumption of normality was fulfilled.

Multicollinearity Test

The multicollinearity test was conducted to identify whether strong correlations existed among the independent variables. The criteria applied were tolerance values greater than 0.10 and Variance Inflation Factor (VIF) values less than 10.

Table 2. Results of Multicollinearity Test.

No.	Variable	Tolerance	VIF	Interpretation
1	Principal Leadership (X1)	0.567	1.762	No multicollinearity
2	Teacher Professionalism (X2)	0.850	1.176	No multicollinearity
3	Community Participation (X3)	0.636	1.572	No multicollinearity

Source: Primary data processed by the researcher (2026).

Table 2. indicates that all independent variables met the tolerance and VIF criteria. These results confirm that no multicollinearity was detected among the predictors, allowing them to be included simultaneously in the regression model.

Heteroskedasticity Test

The heteroskedasticity test aimed to determine whether the variance of residuals was constant across observations. The Glejser test was applied by regressing the absolute residual values on the independent variables. A significance value greater than 0.05 indicates the absence of heteroskedasticity.

Table 3. Results of Heteroskedasticity Test (Glejser).

No.	Variable	Sig.	Interpretation
1	Principal Leadership (X1)	0.960	No heteroskedasticity
2	Teacher Professionalism (X2)	0.952	No heteroskedasticity
3	Community Participation (X3)	0.081	No heteroskedasticity

Source: Primary data processed by the researcher (2026).

The results presented in Table 3, show that all independent variables had significance values greater than 0.05, indicating the absence of heteroskedasticity. To strengthen these findings, a scatterplot analysis was also conducted.

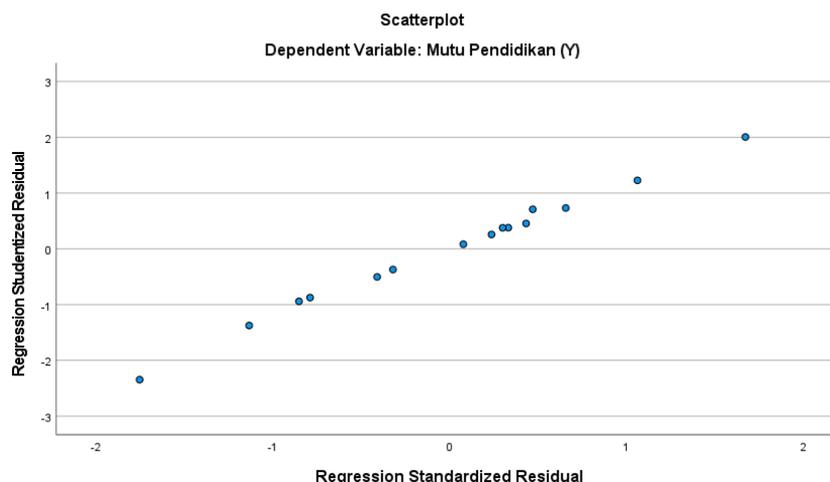


Figure 1. Scatterplot of Heteroskedasticity Test.

Based on Figure 1, the residual points are randomly distributed above and below the zero line and do not form any specific pattern, such as funneling or clustering. This visual evidence further confirms that the regression model satisfies the homoscedasticity assumption.

Multiple Linear Regression Analysis

Multiple linear regression analysis was conducted to examine the effects of principal leadership (X1), teacher professionalism (X2), and community participation (X3) on education quality (Y).

Table 4. Results of Multiple Linear Regression Analysis.

Variable	B	Std. Error	Beta	t	Sig.
Constant	21.718	10.787	–	-2.013	0.069
Principal Leadership (X1)	0.447	0.145	0.471	3.091	0.010
Teacher Professionalism (X2)	0.342	0.121	0.351	2.817	0.017
Community Participation (X3)	0.349	0.133	0.355	2.466	0.031

Source: Primary data processed by the researcher (2026).

The regression equation derived from Table 4, is expressed as:

$$Y = 21.718 + 0.447X_1 + 0.342X_2 + 0.349X_3$$

This equation indicates that all independent variables positively influence education quality. Principal leadership demonstrated the strongest contribution, followed by community participation and teacher professionalism.

Partial Hypothesis Testing (t-test)

The t-test was used to examine the partial effect of each independent variable on education quality. A significance value below 0.05 indicates a significant effect.

Table 5. Results of Partial t-test.

Variable	B	t	Sig.	Interpretation
Principal Leadership (X1)	0.447	3.091	0.010	Significant
Teacher Professionalism (X2)	0.342	2.817	0.017	Significant
Community Participation (X3)	0.349	2.466	0.031	Significant

Source: Primary data processed by the researcher (2026).

The results indicate that principal leadership, teacher professionalism, and community participation each have a significant positive effect on education quality. Thus, Hypotheses 1, 2, and 3 are accepted.

Simultaneous Hypothesis Testing (F-test)

The F-test was conducted to assess the simultaneous effect of all independent variables on education quality.

Table 6. Results of F-test.

Test	F	Sig.	Interpretation
Regression	21.612	< 0.001	Significant

Source: Primary data processed by the researcher (2026).

The F-test results show that the regression model is statistically significant. Therefore, principal leadership, teacher professionalism, and community participation simultaneously influence education quality, supporting Hypothesis 4.

Coefficient of Determination

The coefficient of determination (R^2) was used to assess the explanatory power of the regression model.

Table 7. Coefficient of Determination.

R	R Square	Adjusted R Square	Std. Error
0.925	0.855	0.815	2.031

Source: Primary data processed by the researcher (2026).

The R^2 value of 0.855 indicates that 85.5% of the variance in education quality is explained by principal leadership, teacher professionalism, and community participation. The adjusted R^2 value of 0.815 confirms that the model remains robust after adjusting for sample size and the number of predictors. The remaining 14.5% of variance may be attributed to other factors not examined in this study.

Discussion

Effect of Principal Leadership on Education Quality

The findings of this study demonstrate that principal leadership has a significant positive effect on education quality at SDN Bimor Jaya, Morowali Utara. This result is supported by the t-test value ($t = 3.091$), which exceeds the critical value ($t = 2.201$), and a significance level of 0.010, indicating that the null hypothesis is rejected. These findings suggest that stronger and more effective principal leadership is associated with higher levels of education quality within the school.

From an empirical perspective, effective principal leadership in the studied context is reflected in the ability to manage school resources efficiently, foster constructive communication with teachers and community members, and create a supportive and conducive working environment. Principals who function as instructional leaders and strategic decision-makers are able to motivate teachers, strengthen organizational coherence, and improve the overall quality of educational services. This finding aligns with the view that school leadership serves as a central driver of school effectiveness and quality improvement.

The results are consistent with previous studies that emphasize the pivotal role of principal leadership in shaping education quality. Oktapia & Nasution (2025) reported that collaborative and adaptive leadership practices significantly enhance educational quality, while Fauzi (2024) found that principal leadership contributes substantially to institutional quality improvement. The convergence of these findings reinforces the argument that leadership effectiveness is a critical determinant of school quality, particularly in primary education settings.

Effect of Teacher Professionalism on Education Quality

The results further indicate that teacher professionalism has a significant positive effect on education quality. The statistical evidence shows that the t-value for teacher professionalism ($t = 2.817$) exceeds the critical value, with a significance level of 0.017, leading to the acceptance of the alternative hypothesis. This implies that higher levels of teacher professionalism contribute meaningfully to improvements in education quality at SDN Bimor Jaya.

Empirically, teacher professionalism is manifested through mastery of pedagogical, professional, social, and personal competencies, all of which directly influence the quality of classroom instruction. Professional teachers are better equipped to implement competency-based curricula, apply effective teaching strategies, and foster student motivation and engagement. As a result, learning processes become more structured, meaningful, and outcome-oriented, thereby enhancing overall education quality.

These findings corroborate earlier research highlighting the importance of teacher professionalism in educational improvement. Y. Effendi & Usman (2021) demonstrated that enhanced teacher professionalism significantly improves education quality, while Riadi et al (2022) emphasized its role in producing competent and competitive graduates. Together, these studies and the present findings affirm that teacher professionalism is not merely an administrative requirement but a substantive factor influencing educational outcomes.

Effect of Community Participation on Education Quality

This study also reveals that community participation has a significant positive effect on education quality. The t-test results indicate a value of 2.466 with a significance level of 0.031, confirming that increased community involvement is associated with higher education quality. This finding highlights the importance of external stakeholder engagement in supporting school effectiveness.

In practice, community participation is evident through parental involvement, community support for school programs, participation in decision-making processes, and contributions to school facilities and development initiatives. Such engagement fosters a synergistic relationship between schools and their surrounding communities, enhancing accountability, resource availability, and the relevance of educational programs to local needs. These dynamics contribute positively to both the educational process and student outcomes.

The results align with prior studies emphasizing the role of community engagement in educational quality improvement. Asiah et al (2024) found that community participation significantly enhances educational quality, while Matshe & Pitsoe (2013) underscored the importance of public and parental involvement in strengthening school governance and stability. These convergent findings suggest that community participation functions as a vital support system that complements internal school efforts.

Simultaneous Effects of Principal Leadership, Teacher Professionalism, and Community Participation on Education Quality

The simultaneous analysis confirms that principal leadership, teacher professionalism, and community participation collectively exert a significant influence on education quality. The F-test results ($F = 21.612$, $p < 0.001$) indicate that the combined effect of these variables is statistically significant, supporting the acceptance of the fourth hypothesis. This finding underscores the systemic nature of education quality, which emerges from the interaction of multiple interrelated factors rather than isolated influences.

Empirically, the findings suggest that education quality is optimized when effective school leadership, professional teaching practices, and active community engagement operate in synergy. Strong leadership provides strategic direction and organizational coherence, professional teachers ensure high-quality learning processes, and community participation supplies social legitimacy and additional support. The integration of these elements creates a well-managed, responsive, and sustainable school system capable of delivering quality education.

This result is consistent with the findings of Elbadiansyah & Masyni (2023), who reported that education quality improves significantly when leadership, teacher professionalism, and community participation are integrated and mutually reinforcing. The present study extends this perspective by providing empirical evidence from a primary school context in a developing region, thereby reinforcing the importance of collaborative, multi-stakeholder approaches to educational quality improvement.

6. Conclusions

This study concludes that education quality at SDN Bimor Jaya, Morowali Utara, is significantly influenced by principal leadership, teacher professionalism, and community participation, both individually and simultaneously. Principal leadership plays a critical role in directing school resources, fostering a supportive working climate, and enhancing teacher performance and educational services. Teacher professionalism contributes directly to education quality through the mastery of competencies and the effective implementation of learning processes. In addition, community participation functions as a supportive factor that strengthens educational provision through involvement in planning, implementation, and supervision of school programs. These findings confirm that education quality is not shaped by a single determinant, but rather emerges from the interaction and synergy among key actors within the school ecosystem.

From a theoretical perspective, this study reinforces a systemic view of education quality by positioning principal leadership, teacher professionalism, and community participation as interconnected constructs within a micro-level educational ecosystem. The findings provide

empirical support for conceptual models of education quality that extend beyond internal school factors to incorporate active engagement of external stakeholders. Practically and managerially, the results highlight the importance of strengthening principals' capacity as instructional leaders, enhancing teacher professionalism through continuous professional development, and institutionalizing collaborative mechanisms between schools and communities. Educational policies that promote alignment and synergy among these three dimensions are likely to foster more sustainable and context-responsive improvements in education quality, particularly in resource-constrained settings.

Despite its contributions, this study has several limitations. The research was conducted in a single school with a relatively small sample size, which limits the generalizability of the findings. Moreover, the reliance on self-reported questionnaire data may introduce subjective bias in respondents' perceptions. Future research is therefore encouraged to involve larger and more diverse samples across different school contexts and to adopt mixed-methods approaches to capture the complexity of leadership practices, teacher professionalism, and community engagement more comprehensively. Further studies may also incorporate additional variables, such as school culture, educational infrastructure, or policy environments, to develop a more holistic understanding of the determinants of education quality.

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