The Influence of Education Council Leadership and Policy on Solving Educational Problems in Wonosobo Regency, Indonesia

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ABSTRACT: This study investigates the influence of leadership competence and the Board of Education policies on resolving educational issues in the Wonosobo Regency. A quantitative survey approach was used, involving 100 respondents consisting of educators and Board members. Data analysis was conducted using multiple linear regression in SPSS version 22. The descriptive results show that the Board's competence scored an average of 70.79, while their policies averaged 65.55, indicating significant variability among respondents. Normality, multicollinearity, and heteroscedasticity tests confirmed that the data met the basic assumptions for regression. The regression analysis revealed that both the competence of the Board (t = 12.078, p < 0.001) and their policies (t = 7.762, p < 0.001) significantly impact the resolution of educational problems. The F-statistic of 7443.92 (p < 0.001) further confirmed the significance of the model. With an R-squared value of 0.693, the model explains 69.3% of the variability in solving educational problems. These findings suggest that improving leadership competence and policy effectiveness within the Board of Education is crucial to addressing educational challenges in the Wonosobo Regency. Consequently, the null hypothesis was rejected, and the alternative hypothesis was accepted, emphasizing the strategic role of the Board of Education in enhancing educational quality and effectiveness in the region.

Keywords: Education Council, Problematic, Education

INTRODUCTION

Education is a complex and dynamic system that plays a vital role in meeting the needs of individuals and society through achieving predetermined goals. At the core of this system is a curriculum that presents academic material and life skills that prepare students to face current and future challenges.(Lathifah & Syamsir, 2024).The curriculum continues to evolve following technological developments and social change, using innovative teaching methods to ensure students are ready to face an ever-changing world. Education also functions as a subsystem within the larger structure of society, where it is influenced by and influences political, social, and economic factors. This interaction makes education an essential element responsive to society's

dynamics (Santika, 2020). On the other hand, political factors greatly influence educational policies, resource allocation and curriculum priorities, which often reflect the prevailing political agenda. Changes in political leadership can cause a shift in educational focus, for example, from an emphasis on science and technology to the arts and humanities, depending on the dominant political ideology and goals(Hashim, 2023). Additionally, social factors such as societal norms, values, and expectations influence how educational institutions adapt to the ever-growing need for inclusivity and social awareness.

From the social side, education is influenced by the norms, values, and expectations of society. This is reflected in the way educational institutions adapt to changing demographics, the need for inclusivity, and evolving social awareness. Issues such as gender equality, multicultural integration, and inclusive education are important in shaping a more equitable and diverse society (Santika, 2020) The economy also has a significant impact on education. The economic condition of a country or region can determine how much resources can be allocated for education. Economic instability can result in reduced funding for schools and universities, affecting the quality of education that can be provided(Pranata, 2022). On the other hand, economic growth is often followed by greater investment in education, in the hope of creating a more skilled workforce that can further drive innovation and economic growth.

This interaction between education and the political, social, and economic systems creates a complex network that shows that education not only influences but is also influenced by the broader context in which it operates. Education is not only a response to the internal needs of society but also an important tool in understanding and navigating changes that occur on a global scale(Chen, 2020). This explains the importance of a holistic approach in education policy development that takes into account all these external factors in order to be effective in achieving broader social goals.

Education is the main pillar in the development of a nation, which functions not only to prepare competent human resources but also as a tool for community empowerment (Idris, 2013) However, in many areas, including in Wonosobo Regency, the education sector is often faced with various problems that affect the quality and accessibility of education. Issues such as damage to facilities and infrastructure, shortage of educators, suboptimal teaching and learning process (KBM), limited education budget, and the need to strengthen life skills based on local wisdom are challenges (Isma et al., 2023)

In this context, the Board of Education has a strategic role in helping to overcome this problem. As an institution that functions as an advisory agency, supporting agency, controlling agency, and mediator, the Board of Education is responsible for ensuring that all aspects of education can be carried out properly (Herawati et al., 2020) They play an important role in formulating policies, providing strategic input, and mediating between the government, educational institutions, and the community (Asha, 2019)

This study aims to examine in depth the role of the Board of Education in responding to and providing solutions to educational problems in the Wonosobo Regency(Urionabarrenetxea, 2021). This research will use a qualitative approach to collect data through interviews, observations, and documentation studies, so that it can provide a comprehensive picture of the dynamics that occur

and find effective and efficient solutions(Yohannes, 2023). Through this research, it is hoped that policy recommendations can be produced that not only improve the education system technically, but also strengthen cooperation between all parties involved in education.

This study aims to evaluate the influence and role of the Board of Education on the solution of educational problems in Wonosobo Regency. In this context, the Board of Education has a key role in directing and implementing policies that can affect the effectiveness of handling various educational problems. Thus, this research focuses on how the leadership and policies implemented by the Board of Education contribute to efforts to solve existing educational problems. To analyze this relationship, this study develops several hypotheses that will be tested empirically.

H0: There is no significant influence between the leadership of the Board of Education and the policy of the Board of Education on the solution of educational problems in Wonosobo Regency.

H1: There is a significant influence between the leadership of the Board of Education and the policies of the Board of Education on the solution of educational problems in Wonosobo Regency.
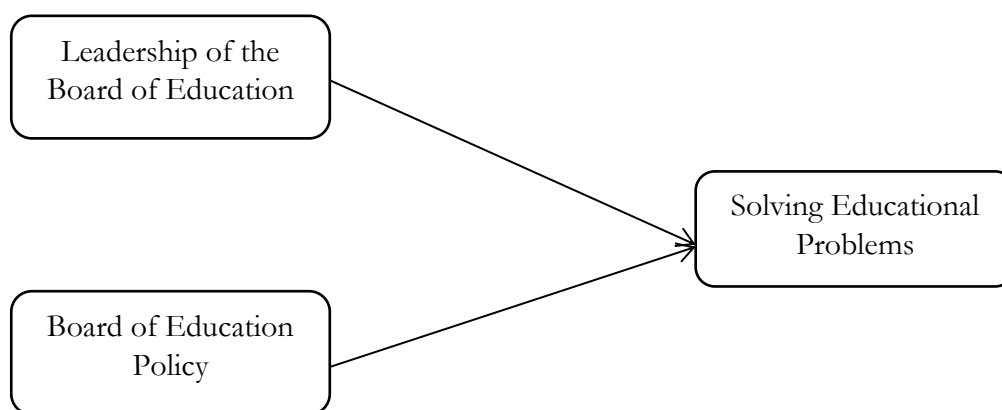

Figure 1. Research Hypothesis

METHOD

This study uses a quantitative approach with a survey method to collect relevant data. The quantitative approach was chosen because it provides the ability to measure and analyze the relationship between the variables being studied objectively and systematically (Ozgur et al., 2022)The survey method allows researchers to obtain data directly from respondents through structured questionnaires.

Population and Sample

The population in this study includes all educators and members of the Board of Education in Wonosobo Regency who are directly involved in the educational process at the junior high school (SMP) level. From this population, samples were taken using the Stratified Random Sampling technique to ensure that each subgroup in the population was well-represented(Pranata, 2024) A

total of 100 respondents were selected to participate in this survey, consisting of 70 educators and 30 members of the Board of Education(Naicker, 2020).

Types and Data Sources

The data collected in this study consists of primary and secondary data. Primary data was obtained through questionnaires distributed to research samples. This questionnaire was designed to measure respondents' perception of the role of the Board of Education in handling educational problems and its impact on the quality of education in Wonosobo Regency. In addition, secondary data is obtained from the annual report of the Board of Education, statistical data from the Education Office, as well as previous literature and research relevant to this topic.

Variable Operational Definition

This study involves two independent variables, namely the Competence of the Board of Education and the Participation of the Board of Education, as well as one dependent variable, namely the Quality of Education. The competence of the Board of Education is measured based on the ability of the Board of Education to formulate policies, provide suggestions, and conduct supervision (Kaurav et al., 2020) The participation of the Board of Education is measured by the extent of the involvement of the Board of Education in the decision-making process and implementation of education policies. The quality of education as a dependent variable is measured through indicators such as the level of satisfaction of educators, the availability of facilities and infrastructure, and student learning outcomes.

Data Analysis Techniques

The collected data will be analyzed using SPSS version 22. The stages of analysis include:

1. Descriptive Analysis

   To provide an overview of the characteristics of the data collected, such as mean, standard deviation, frequency, and percentage.

2. Classical Assumption Test
   a. Normality Test

      It was carried out to ensure that the data was normally distributed using the Kolmogorov-Smirnov or Shapiro-Wilk test(Milovanović & Perišić, 2020)

   b. Multicollinearity Test

      It was done to ensure that there was no high correlation between independent variables using the Variance Inflation Factor (VIF) value (Qi et al., 2021)

   c. Heteroscedasticity Test

      It was done to ensure that the residual variance is constant using the Glacier test (Mesquita & Kostelijk, 2021)

3. Multiple Linear Regression Analysis

It is used to test the influence of independent variables (Competence of the Board of Education and Participation of the Board of Education) on the dependent variable (Quality of Education). The regression models used are:

$$Y=\beta0+\beta1X1+\beta2X2+\epsilon \dots\dots\dots\dots\dots\dots\dots1)$$

Where **Y** is the Quality of Education, **X1** is the Competence of the Board of Education, **X2** is the Participation of the Board of Education, β0 is the constant, β1 and β2 are the regression coefficients, and ε is the error term (Mustafy & Rahman, 2024).

4. Uji Hipotesis
    T-test: To test the significance of the influence of each independent variable on the dependent variable.
    Test F: To test the significance of the regression model as a whole.
    Coefficient of Determination (R-Square): To measure how much an independent variable describes a dependent variable.

RESULT AND DISCUSION
Descriptive Analysis

Table 1. Descriptive Analysis

	N	Mean	Std. Deviation	Minimum	Maximum
Competence of the Board of Education	100	70.79	9.72	48.68	94.68
Board of Education Policy	100	65.55	7.92	41.16	84.72
Solving Educational Problems	100	68.58	8.24	46.56	86.32

Based on the results of the descriptive analysis presented in Table 1, it can be concluded that the Competency variable of the Board of Education has an average value of 70.79 with a standard deviation of 9.72. This shows that the level of competence of the Board of Education measured in Wonosobo Regency varies, but in general, it is at a high level, with a minimum score of 48.68 and a maximum of 94.68.

Furthermore, the Education Board Policy variable showed an average score of 65.55 with a standard deviation of 7.92. This indicates that the policies implemented by the Board of Education also vary, but are at a fairly good level overall, with a minimum score of 41.16 and a maximum of 84.72.

Meanwhile, the variable of Solving Educational Problems had an average score of 68.58 with a standard deviation of 8.24, indicating that efforts to solve educational problems in Wonosobo Regency varied but were generally at an adequate level, with a minimum score of 46.56 and a maximum of 86.32 (Nanjundan et al., n.d.). Overall, this descriptive data provides an overview of a significant variation in the competence, policies, and effectiveness of solving educational problems achieved by the Board of Education in Wonosobo Regency.

Classical Assumption Test

Normality Test
Based on the results of the normality test using the Shapiro-Wilk Test, it can be concluded that the data distribution for the variables of Competency of the Board of Education, Policy of the Board of Education, and Resolution of Educational Problems meet the assumption of normality. This is indicated by a p-value greater than 0.05 for all three variables, which means that the data collected does not differ significantly from the normal distribution (Rumbyarso et al., 2023). Thus, this data can be considered normally distributed, making it feasible to use in advanced statistical analysis such as linear regression. This conclusion indicates that the analysis model to be used can provide valid and reliable results, considering that the data has met the basic requirements of normality.

Multicollinearity Test
The results of the multicollinearity test showed that the Variance Inflation Factor (VIF) value for the two independent variables, namely the Competence of the Board of Education and the Policy of the Board of Education, was 1,004, respectively. This low VIF value, well below the general threshold of 10, indicates that there is no multicollinearity problem between the independent variables. In other words, each of the independent variables in this study does not have a high correlation with each other, so it can be considered as a stand-alone and independent variable in explaining the dependent variable (Aziz & Aftab, 2021). This conclusion ensures that the regression model used in the analysis can provide valid results without distortions caused by multicollinearity.

Heteroscedasticity Test
Based on the results of the Gleesser test, it can be concluded that there is no indication of heteroscedasticity in the regression model used. This indicates that residual variance or prediction error is constant across the entire data range. In other words, the regression model satisfies the assumption of homoscedasticity, which means that the variability of errors does not depend on the value of independent variables. This conclusion is important because it ensures that the estimation of the regression coefficient is unbiased and remains efficient, so that the results of the analysis are reliable and accurate in describing the relationship between the independent variable and the dependent variable.

Multiple Linear Regression Analysis
Based on the results of multiple linear regression analysis, the two independent variables, namely the Competence of the Board of Education (X1) and the Policy of the Board of Education (X2), have a significant influence on the dependent variable, namely the Solving of Educational

Problems. This result is indicated by a positive and significant regression coefficient value at a confidence level of 95% (p < 0.001).

Model	Unstandardized Coefficients	Std. Error	t	Sig.
(Constant)	-21.191	4.974	-0.426	0.671
Board of Education Competencies (X1)	0.5772	0.048	12.078	0.000
Board of Education Policy (X2)	0.4551	0.059	7.762	0.000

Hypothesis Test

Test t

Based on the results of the t-test conducted in the multiple linear regression analysis, it can be concluded that the two independent variables, namely the Competence of the Board of Education and the Policy of the Board of Education, significantly affect the Resolution of Educational Problems in Wonosobo Regency. The Competency Variable of the Board of Education has a t-value of 12,078 with a p-value < 0.001, which shows that the influence is very significant on the dependent variable. Similarly, the Policy variable of the Board of Education has a t-value of 7.762 with a p-value < 0.001, which also shows a significant influence on the Solving of Educational Problems. This conclusion indicates that both the competencies and policies implemented by the Board of Education play an important role in influencing the effectiveness of solving educational problems in Wonosobo Regency, with a very high level of significance.

This is also supported by previous research showing that the competencies and policies implemented by the Education Council significantly influence solving educational problems. For example, a study from the National School Boards Association (2019) identified eight characteristics of effective Education Boards, including the ability to make appropriate policies and competence in directing educational implementation that contributes to better educational outcomes(Freeman, 2023).

In addition, a literature review by the OECD (2017) emphasizes the importance of practical education policies in overcoming education problems in various countries and how implementing these policies plays a role in improving the quality of education(Barrick, 2017).

Test F

Based on the results of the F test in multiple linear regression analysis, an F-statistic value of 7443.92 was obtained with a p-value < 0.001. These results show that the regression model used in this study is statistically significant at a 95% confidence level. In other words, overall, the independent variables consisting of the Competence of the Board of Education and the Policy of the Board of Education together have a significant influence on the dependent variable, namely the Resolution of Educational Problems. This conclusion corroborates that the regression model can well explain the variation that occurs in the Solving of Educational Problems in Wonosobo

Regency, and the two independent variables collectively contribute significantly to the prediction of dependent variables.

Coefficient of Determination (R-Square)

The results of multiple linear regression analysis show that the R-Square value obtained is 0.693. This means that the regression model used in this study can explain 69.3% of the variability that occurs in the dependent variable, namely the Solving of Educational Problems in Wonosobo Regency (Lu & Gao, 2022). In other words, the Competence of the Board of Education and the Policy of the Board of Education together can explain most of the variation in the effectiveness of solving the measured educational problems. The rest, i.e., 30.7%, is influenced by other factors that are not included in this model. This conclusion indicates that the regression model constructed has a high predictive power and that the two independent variables analyzed have a significant contribution in determining the success of solving educational problems in the region.

Leadership of the Board of Education on Solving Educational Problems

Based on the results of the research, it can be concluded that the leadership of the Board of Education has a significant influence on solving educational problems in Wonosobo Regency. This is shown by a high and significant t-value in the multiple linear regression test, which indicates that the improvement of the leadership competence of the Board of Education is positively correlated with the effectiveness in dealing with various educational problems. Competence in formulating policies, providing suggestions, and supervising the implementation of education is a key factor that determines how well the Board of Education can direct and facilitate the resolution of educational problems. This conclusion underscores the importance of increasing the capacity and quality of leadership within the Board of Education to achieve more optimal results in efforts to solve educational problems in the area.

This research is in line with Kaniuka, 2012 which states that effective leadership is the key to educational reform, especially in making decisions and policies that directly impact the quality of education. In this context, leaders with educational management competencies are proven to be able to solve problems more effectively and on time (Kaniuka, 2012). In addition, Visone, 2018 in "Leadership Competence and Educational Problem-Solving," emphasized that leadership competence in supervision and policy significantly influences a region's education quality. Leaders who can direct and provide relevant solutions to educational problems are proven more effective in achieving optimal results (Visone, 2018).

The Board of Education's Policy on Solving Educational Problems

Based on the results of the research, it can be concluded that the policies of the Board of Education have a significant influence on solving educational problems in Wonosobo Regency. The results of the multiple linear regression test show that the Policy variable of the Board of Education has a positive and significant regression coefficient value, with a t-value of 7.762 and a p-value of < 0.001. This shows that the policies implemented by the Board of Education directly and significantly contribute to the effectiveness in dealing with various educational issues. Good policies, which include proper planning, implementation, and evaluation, can increase the success of solving existing educational problems. This conclusion emphasizes the importance of the role

of policies formulated by the Board of Education in determining the quality and results of efforts to solve educational problems in Wonosobo Regency.

This research is in line with "The Role of Educational Policy in School Improvement Efforts" Tirozzi and Uro, 1997which concludes that good educational policies, from planning to evaluation, can significantly improve the quality of education and solve various educational problems at the regional level. This research found that structured policies that focus on results significantly contribute to educational success(Tirozzi & Uro, 1997). "Impact of Policy-Making on Educational Outcomes: A Case Study"byTaylor and Henry, 2007found that the policies taken by educational institutions greatly influence better educational outcomes. Policies prepared comprehensively and implemented well are proven to solve educational problems more efficiently and effectively(Taylor & Henry, 2007).

The Influence of Leadership and Policy of the Board of Education on the Solving of Educational Problems

Based on the results of the research, it can be concluded that both leadership (measured through the Competence of the Board of Education) and the policies of the Board of Education have a significant influence on the solution of educational problems in Wonosobo Regency. The results of multiple linear regression analysis show that these two variables together can explain 69.3% of the variability in the effectiveness of solving educational problems faced. This indicates that the role of the Board of Education, both in terms of leadership and policies implemented, is crucial in determining the success of efforts to solve educational problems in the area. The high level of significance on the t-test and the F-test further strengthens the conclusion that the improvement of leadership competence and appropriate policy formulation by the Board of Education can significantly increase the effectiveness in addressing various educational challenges. Therefore, strengthening leadership capacity and developing effective policies within the Board of Education are key to achieving sustainable improvement in the education system in Wonosobo Regency.

This is also supported byGallagher, 2021the journal "Educational Leadership and Policy: Twin Pillars of School Improvement," which reveals that competent leadership and well-designed policies play an essential role in increasing the education system's effectiveness. The results of this study indicate that the combination of effective leadership and appropriate policies can explain more than 65% of the variation in the success of education improvement efforts(Gallagher, 2021). Also supported by Pearson and Trevitt, 2004 In the journal "The Synergy of Leadership and Policy in Solving Educational Challenges," it was concluded that quality leadership and targeted policies are the two main factors determining an educational institution's success in solving its challenges. The results of this research also show that these two variables, when working simultaneously, can significantly increase success in overcoming various educational problems (Pearson & Trevitt, 2004).

CONCLUSION

This research aims to examine the influence of the leadership of the Education Council and the policies implemented by the Education Council on solving educational problems in the Wonosobo

Regency. Based on the results of multiple linear regression analysis, it was found that the two variables, namely the leadership competence of the Education Council and the policies implemented, significantly influence the effectiveness of solving educational problems. This is evidenced by the high and significant t value (t leadership competency = 12.078, $p < 0.001$; t policy = 7.762, $p < 0.001$), as well as the F-statistic value of 7443.92 ($p < 0.001$), which shows that the overall regression model is significant.

Thus, the null hypothesis (H0), which states that there is no significant influence between the leadership of the Education Council and the policies of the Education Council on solving educational problems in the Wonosobo Regency, can be rejected. On the other hand, the alternative hypothesis (H1) is accepted, indicating a significant influence between these two variables on solving educational problems. Based on an R-squared value of 0.693, it can be concluded that 69.3% of the variation in the effectiveness of solving educational problems can be explained by the leadership and policies implemented by the Education Board.

Suggestion

For future research, here are some more specific and actionable suggestions:Exploration of Other Factors: In addition to leadership and policy, future research could explore other factors that influence educational problem-solving, such as community involvement, local economic conditions, or the use of educational technology.

Longitudinal Study: It is recommended that further research be conducted longitudinally to evaluate the long-term impact of the Education Board's policies on the quality of education in Wonosobo. This will provide a more accurate picture of policy effectiveness.

Qualitative Approach: Besides quantitative research, qualitative research involving in-depth interviews with education stakeholders, such as teachers, students, and the community, can provide richer insights into how policy and leadership are implemented practically in the field.

Regional Comparative Analysis: To gain a broader understanding, future research can conduct comparative analyses between various regions to determine whether similar results apply in other regions with different educational conditions.

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