THE INFLUENCE OF PRINCIPAL LEADERSHIP, TEACHER PERFORMANCE ON THE QUALITY OF EDUCATIONAL SERVICES DURING THE COVID-19 PANDEMIC ON PARENTS SATISFACTION IN SDN TILANGO DISTRICT, GORONTALO REGENCY

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ABSTRACT
This research is a quantitative design study with four variable designs, namely (X1) principal leadership, (X2) teacher performance, quality of education services during the Covid 19 pandemic (X3) on (Y) parental satisfaction. This research lasted for 6 months. The flow of research activities are: (1) initial observation (2) developing instruments, (3) carrying out validation, (4) carrying out instrument tests, (5) analyzing research results and (6) research reports The results of the research that have been achieved are the influence of the leadership of the head schools, teacher performance, quality of education services during the covid 19 pandemic on the satisfaction of parents of students in elementary schools in the Tilano District, Gorontalo Regency. Gorontalo (2) There is a positive and significant direct effect of teacher performance on the satisfaction of parents of students at the Tilango District Public Elementary School, Gorontalo District (3) There is a positive and significant direct influence on the quality of education services during the covid pandemic on the satisfaction of parents of students at the Tilango District Public Elementary School. Gorontalo (4) There was a positive and significant direct effect of the principal's leadership on the quality of education services during the covid pandemic at Tilango District Public Elementary Schools, Gorontalo Regency (5) There was a positive and significant direct influence on teacher performance on the quality of education services during the covid pandemic at Elementary Schools Tilango District Affairs, Gorontalo Regency.

Keywords: *principal leadership, teacher performance, quality of education services, parental satisfaction*.

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INTRODUCTION

One of the benchmarks for the progress of the nation is the quality of education in it. inseparable from a learning activity. Learning is not always carried out by teachers in schools but with the help of students' parents is very necessary. During the Covid pandemic, many learning activities were carried out by students at home rather than at school. Education and learning must continue even though not in school. Because the transmission of this virus is very fast. Therefore, the government immediately lowered policies to deal with this outbreak by limiting social interaction, one of which is social distancing. The policies implemented by the government have an impact on all aspects without exception. One of them is the educational aspect. where the government adopts a policy to dismiss or move the learning process from school to home by using an online (in-network) learning system. The policy has an impact on all parties in learning, such as teachers, students and parents.

Every elementary school principal as the highest leader in a school organization should have the ability, expertise and skills to run the institution he leads. In addition, it is necessary to have the ability to influence and motivate subordinates in order to improve the performance of their subordinates. The success of a school organization is not only determined by its leaders but can also be supported by the utilization of human resources because of the weaknesses of a leader (principal). subordinates (teachers) can have their own advantages in carrying out their duties as teachers. According to Wahjosumidjo (1999: 44) argues that the principal as the leader of an organization should be able to see the deficiencies needed by his subordinates so that he can improve teacher achievement and performance, among others by giving encouragement to teachers so they can carry out their duties in accordance with rules and directions. Because teacher performance is closely related to the leadership of the school principal. So the school principal conducts teacher performance assessments for schools and the results of teacher performance assessments are very important for improving teacher quality. Meanwhile, for the teacher himself, performance evaluation can serve as feedback on various matters such as his abilities, strengths, weaknesses, and potential. so that it can be useful for determining goals, paths, plans and development for a teacher's career.

One factor that determines the success of achieving educational goals in schools is the leadership of the school principal. According to (Daryanto, 2011) suggests leadership is the process of influencing the activities of a group in the organization, leading to the achievement of goals. While the principal is a professional teacher who is given the task of leading a school where the teaching and learning process is held or a place where there is interaction between teachers and students both inside and outside the classroom. With this the principal can be said to be a leader in the education unit whose job is to carry out the management of the education unit. The principal has a very important role as a leader in driving activities in the school to achieve goals.

The principal is an educational leader at the education unit level, who must be responsible for the success and failure of the school he leads. At the operational level, the principal is the person who is at the forefront of coordinating efforts to improve quality schools. Principal leadership is one of the factors that encourage schools to achieve goals actively and efficiently. Therefore, the effectiveness of the principal's leadership is required in carrying out his duties and responsibilities. (Mulyasa, 2007) school principals are responsible for education management directly related to the learning process. Basically school management is the responsibility of the principal and teacher. However, the ability of the principal to lead the school is very influential on good school management. Every school principal must have the desire to build an ideal school, but may not necessarily be able to create it, due to various reasons behind it. The inability of the principal to create an ideal school is mainly related to his understanding, concern and commitment in carrying out his leadership duties. There are school principals who are active and creative in learning various things to realize their vision and mission in creating an ideal school, but not a few are only busy with administrative matters and financial problems that could actually be delegated to others. Besides that, the problem that occurs is the lack of optimization of all existing resources in organizing education, especially during the covid pandemic. The principal as a leader in the school can optimize and mobilize all teachers in optimizing the learning process in accordance with technological developments by using various media applications.

Managing learning during the Covid-19 pandemic requires teachers to carry out various tasks at once. In addition to adapting the curriculum, teachers also work hard to reach out and ensure that all students can learn meaningfully. Teachers must also develop various efforts to increase parental participation in the distance learning process. Government policy regarding Covid-19, parents can spend their time helping their child's learning process while at home. Online learning aims to provide quality learning services in a massive and open network (online) to reach more and wider audiences (Sofyan, in Khalimah, 2020: 145). During learning at home many parents thought that the assignments given by the teacher were too many and the assignments given looked difficult, but even so most parents were happy because the assignments were considered to be able to help students understand more material because practice questions were in the form of assignments given. The teacher gives assignments because of limited study time and the difficulty of interacting during learning at home, because of that many of the teachers have replaced this with giving assignments to strengthen children's abilities regarding the material being studied. Each parent has a different way of responding to the implementation of the online learning system that is implemented. The process of studying at home, it turns out, gives an unequal response, sometimes students will feel bored studying at home, due to network access constraints and limited quotas used, then students' lack of concentration on what is being done when online learning activities are carried out. Regulating how children's learning activities at home are more well-planned, and more focused on positive activities. Each parent has a different way of responding to

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Based on preliminary observations, researchers observed several elementary schools in Tilango District, Gorontalo Regency, starting from the leadership of the principal in carrying out their duties at school, the teacher besides interacting with students and the principal, in this case the teacher's performance in carrying out tasks related to the leadership of the principal. The phenomenon that occurs when the principal is not maximal in carrying out his leadership duties, it can be seen that some teachers have not been able to carry out their duties properly as expected by the principal. The principal is less assertive in giving action. more consideration, so as to provide an opening for the teacher not to respond positively to what the principal expects. Viewed from the role of leadership as a school principal, it is the ability to move, influence, motivate, invite, direct, advise, guide, order, order, prohibit and even punish (if necessary), as well as foster with the intention that the teacher as management can work in the context of achieving administrative goals effectively and efficiently, which is carried out by a school principal, as well as creative discipline and leadership responsibility that can affect good teacher performance if the leader sets a good example. One of the successes of education is education services for everyone so that it can provide satisfaction to students' parents, especially in the implementation of learning in the Network (Online) at home the teacher tries to use social media facilities as a means of implementing learning such as Whatsapp, Email, Google Classroom, Zoom or other learning media applications according to the recommendations of the Ministry of Education and Culture. However, there are problems in the application of learning through a network of obstacles, such as the Android cellphone used, network limitations and many students feel they are not well guided in understanding the subject matter at school. Therefore, it takes the role of parents in the maximum implementation of learning. The role of parents in learning

carried out at home cannot be denied as the vanguard for the success of students and is also responsible for implementing the learning process at home.

The expectations of parents of students in the quality of educational services that can be expected from the school, is a satisfaction of parents of students that is not determined by the teaching and learning experiences of students but is determined as a whole from a school system. And factors that influence parental satisfaction include the quality of educators, school quality, principal leadership quality and effective use of technology. School is a formal educational institution managed by a manager as well as a leader in managing educational institutions. The principal as a leader in the school plays an active role and influences the needs of the school, teachers, staff and students. Success in organizing education depends on the quality of a school principal. The quality of service is supported by the safety of the school environment, which is beneficial for students. Parents' satisfaction is one of the determinants of the quality of a school. The Covid-19 pandemic has resulted in changes to the order of life in all fields. Especially changes in the order in the education sector where all schools are closed to prevent the spread of the coronavirus from spreading to students. So that it requires and requires learning activities at home. Educational institutions are said to be of quality if they meet the satisfaction of parents of students as customers, then of course schools are required to meet the needs of the community in terms of quality education. Fulfillment of these needs in the sense of improving the quality of school services so that students who are fostered have adequate output which is the hope of the community. There are still many problems that occur in every school in terms of involving parents in satisfying education services, especially elementary schools in the Telaga Tilango sub-district, Gorontalo Regency.

Based on the background above, the researcher conducted more research on the problems above with the following title formulation: "The Influence of Principal Leadership, Teacher Performance, Quality of Education Services during the Covid Pandemic Period on Parents' Satisfaction in Public Elementary Schools in Tilango District, Gorontalo Regency".

RESEARCH METHODS

This research was carried out at SDN locations in Tilango District, Gorontalo Regency, Gorontalo Province, when the research was carried out for ± 3 (three) months, starting from **July to November 2020.**

This study uses a correlational quantitative research method approach with a survey research type that explains causal relationships/relationships and performs hypothesis testing with a path analysis approach

The specified research design is as follows:

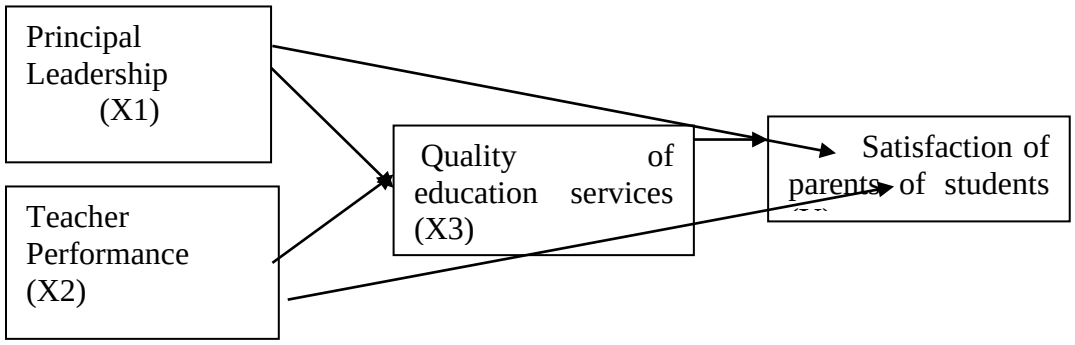


Figure 3.1. The pattern of the constellation of research problems

The questionnaire is in the form of multiple choices using a measurement scale. There are 5 (five) measurement scales designed and developed through theoretical analysis to determine construct variables, namely the underlying theories and then synthesized in the form of indicators from variables: (1) principal leadership, (2) teacher performance, (3) the quality of education services during the covid pandemic, and (4) the satisfaction of parents of students. The rating scale has 5 (five) categories of answer choices, namely: (1) strongly agree, (2) agree, (3) undecided, (4) disagree, and (5) strongly disagree.

Based on this, the measurement uses a Likert scale used in the questionnaire using 5 choices. Each choice will be given a different weight as shown in the following table below.

Table 3.3 Likert Scale

No	Choice	Weight
1	Very good	5
2	Good	4
3	Not good	3
4	Not good	2
5	Very Not Good	1

The Likert scale is also used to measure the perceptions, attitudes or opinions of a person or group regarding an event or social phenomenon, based on the operational definition set by the researcher. Based on a questionnaire with a closed-ended question model and with a Likert scale to determine the level of employee satisfaction which consists of options (optional). Where then determine the use of the average level of satisfaction according to the Likert method in Nazir (2014) using the formula: Average satisfaction

$$= \frac{\text{Total score of the questionnaire answers}}{\text{Total number of questionnaires}}$$

Meanwhile, to determine the average satisfaction using the theory of Kaplan & Norton (2000):

Table 2. Average Satisfaction

Satisfaction average. Range Value Description

1 – 1.79 Very Not Good

1.8 – 2.59 Not Good

2.6 – 3.39 Pretty good

3.4 – 4.91 Good

4.2 – 5 Very Good

Determination of instrument reliability decisions is based on the classification of the magnitude of the reliability coefficient based on Guiford's benchmark (in JICA, 2000: 139) as follows.

r<0.20: very low level of reliability

0.20 r 0.40≤< : low level of reliability

0.40 r 0.70≤< : moderate level of reliability

0.70 r 0.90≤< : high level of reliability

0.90r 1.00≤≤ : very high level of reliability

The statistical hypotheses tested in this study are as follows:

1. H0 : β_{Y1}= 0, there is no influence of the principal's leadership on the satisfaction of parents of students

   H1: β_{Y1}> 0, There is a positive direct influence on the leadership of the principal parents' satisfaction.

2. H0: β_{Y2}= 0, there is no effect of teacher performance on the creativity of parents' satisfaction.

   H1: β_{Y2}> 0, There is a positive direct effect of teacher performance on satisfaction student's parents.

3. H0: β_{Y3}= 0, There was no effect on the quality of education services during the Covid pandemic on the satisfaction of parents of students.

   H1: β_{Y3}> 0, There is a direct positive effect the quality of education services during the covid pandemic on the satisfaction of parents of students.

4. H0: β_{31}= 0, There is no influence from the principal's leadership on the quality of education services during the Covid pandemic.

   H_1: β_{31}> 0, There is a positive direct influence on the leadership of the principal on the quality of education services during the Covid pandemic.

5. H0: β_{32}= 0, There is no effect on teacher performance on the quality of education services during the Covid pandemic.

   H1: β32 > 0, there is a positive direct effect on teacher performance on the quality of education services during the covid pandemic

RESULT AND DISCUSSION

RESULT

The data collected in this study included: (1) parental satisfaction (Y), (2) principal leadership (X1), (3) teacher performance (X2), (4) quality of education services during the Covid pandemic (X3). The range of research data scores for each variable is presented in the table:

Table 4.1. Theoretical Scores and Empirical Data Scores

Research variable	Number of items	Theoretical Score		Emprik Data Score	
		Lowest	Highest	Lowest	Highest
Satisfaction of parents of students	27	27	135	72	99
Principal leadership	27	27	135	68	93
Teacher performance	27	27	135	72	99
Quality of educational services during the covid pandemic	26	26	139	76	106

The description of the data for each variable in this study consists of 1) parental satisfaction (Y), (2) school principal leadership (X1), (3) teacher performance (X2), (4) quality of education services in the past pandemic covid (X3). The results of data screening in general are presented in table 4.2 below.

Table 4.2 Data Description of Each Variable

Descriptive statistics	Principal Leadership	Teacher Performance	Quality of education services during the covid pandemic	Satisfaction of parents of students
N	146	146	146	146
Range	29	35	30	28
Minimum	68	72	76	72
Maximum	93	99	106	99
sum	7388	7590	8248	7689
Means	83.95	86.25	93.73	87.38
std. Deviation	5.76	6.10	6.30	6.03
Variances	33.15	37.18	39.72	36.42

A complete statistical description of each variable as presented in table 4.2 will be explained as follows:

1. Parents' satisfaction

Based on the results of the description analysis, it was found that the student's parents' satisfaction variable had an average value (Mean) of $\overline{X}_1$= 84.27 with median (Me) = 84.36 and mode (Mo) = 83.38. The processing of descriptive statistical data as a group shows that the frequency distribution is obtained by 7 classes with a minimum score of 70 and a maximum score of 95, so that the score range is 25. The list of frequency distributions for parents' satisfaction data is presented in the following table;

Table: 4.3. List of frequency distribution of student's parents' satisfaction

No	Interval Class	X0	Frequency (f)
1	70–73	71.5	15
2	74–77	75.5	18
3	78–81	79.5	25
4	82–85	83.5	30
5	86–89	87.5	24
6	90–93	91.5	19
7	94–97	95.5	15
			146

The data in Table 4.3 shows that the distribution of parents' satisfaction variable data frequencies shows a symmetrical curve. This is indicated by the presence of median and mode values that are close to the average. 31.52% of respondents are in the average column. The distribution of student parents' satisfaction scores is shown in the diagram in the following figure:

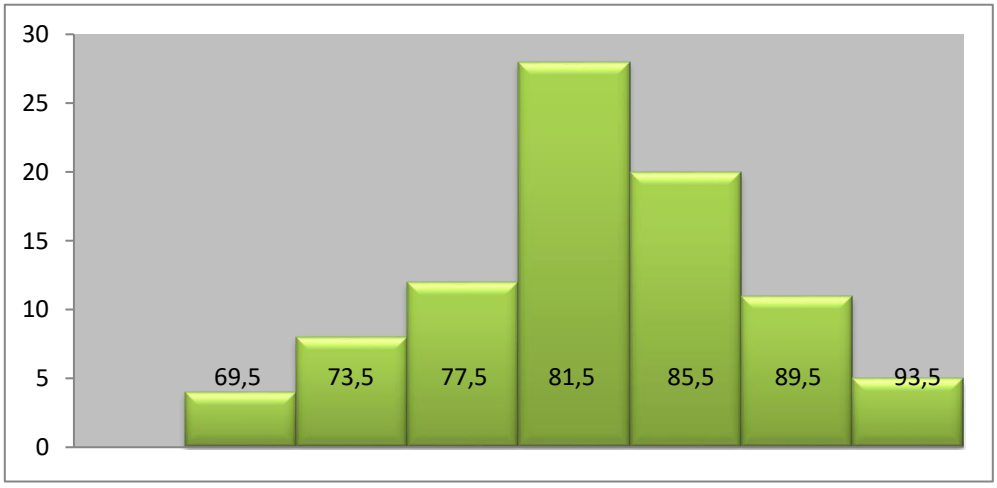


Figure 4.1. Histogram of Data Distribution of Principal Leadership Variables

2. Principal leadership

Based on the results of the description analysis that the principal's leadership variable has an average value (Mean) of $\overline{X}_3$ = 93.69 with median (Me) = 93.88, and mode (Mo) = 93.69. The processing of descriptive statistical data as a group shows that the frequency distribution is obtained by 7 classes with a minimum score of 76 and a maximum score of 106, so that the score range is 30. List of frequency distributions of school principal leadership data.

Table 4.4. List of Principal Leadership Data Frequency Distribution

No	Interval Class	X0	Frequency (f)
1	76–80	78	14
2	81–85	83	24
3	86–90	88	19
4	91–95	93	33
5	96 – 100	98	27
6	101–105	103	17
7	106 - 110	108	12
			146

The data in Table 4.4 shows that the distribution of the frequency of the principal leadership variable data shows a symmetrical curve. This is indicated by the existence of median and mode prices that are close to the average. 38.64% of respondents are in the average column.

The distribution of principal leadership scores is shown in the diagram in the image below:

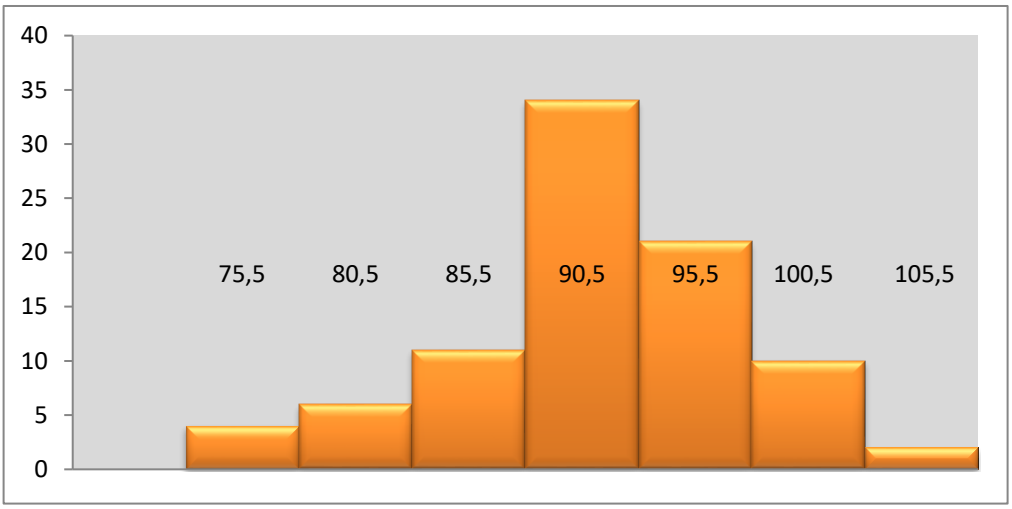


Figure 4.2. Histogram of Principal Leadership Variable Data Distribution

3. Teacher performance

Based on the results of the description analysis, it was found that the teacher's creativity variable in managing learning has an average value (Mean) of $\bar{Y}$ = 87.05 with median (Me) = 87.04, and mode (Mo) = 86.45. The processing of descriptive statistical data as a group shows that the frequency distribution is obtained by 7 classes with a minimum score of 72 and a maximum score of 99, so that the score range is 27. A list of the frequency distribution of teacher performance data is presented in Table

Table 4.4. List of Frequency Distribution of Teacher Performance Data

No	Interval Class	X0	Frequency (f)
1	72–75	73.5	17
2	76–79	77.5	20
3	80–83	81.5	27
4	84–87	85.5	23
5	88 - 91	89.5	19
6	92–95	93.5	18
7	96 - 99	97.5	22
AMOUNT			146

The data in Table 4.4 shows that the frequency distribution of teacher performance variable data shows a symmetrical curve. This is indicated by the existence of median and mode prices that are close to the average. 29.55% of respondents are in the average column. The distribution of teacher performance scores is shown in the diagram in the figure.

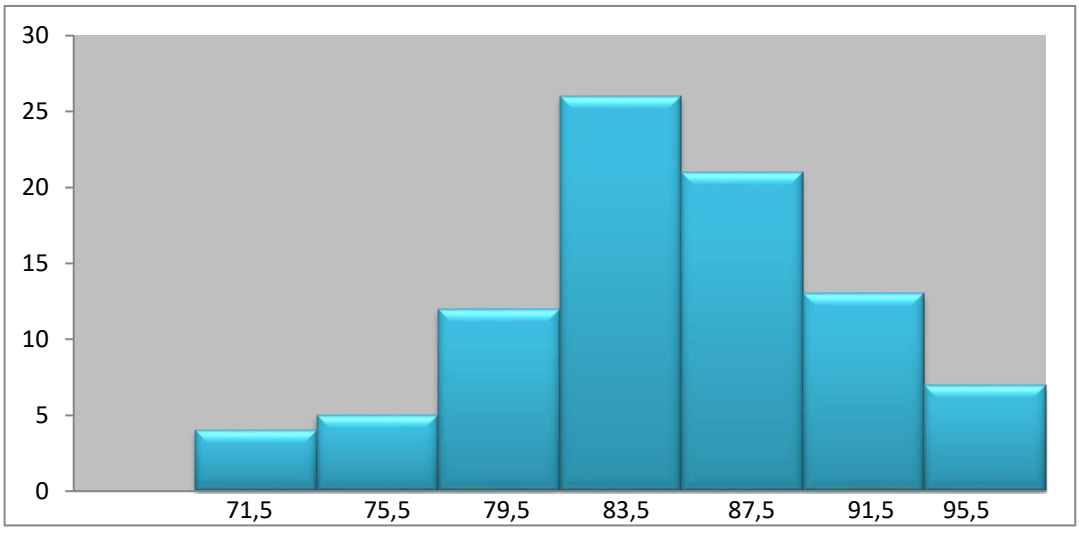


Figure 4.3. Histogram of Data Distribution of Teacher Performance Variables

4. Quality of Educator Services during the Covid Pandemic

Based on the results of the description analysis, it was found that the variable quality of education services during the Covid pandemic had an average value (Mean) of $\overline{X}_2$ = 86.05 with median (Me) = 86.17, and mode (Mo) = 86.23. The processing of descriptive statistical data as a group shows that the frequency distribution is obtained by 7 classes with a minimum score of 72 and a maximum score of 99, so that the score range is 27. The list of frequency distributions for the quality of education service data during the Covid pandemic is presented in Table 4.5.

No	Interval Class	X0	Frequency (f)
1	72–75	73.5	14
2	76–79	77.5	18
3	80–83	81.5	20
4	84–87	85.5	35
5	88 - 91	89.5	28
6	92–95	93.5	16
7	96 - 99	97.5	15
TOTAL			146

The data in Table 4.5 shows that the distribution of the frequency of data on the variable quality of education services during the Covid pandemic shows a symmetrical curve. This is indicated by the existence of median and mode prices that are close to the average. Table 4.5 also shows that 30.68% of the respondents are in the average column. The distribution of education service quality scores during the Covid pandemic is shown in the diagram in Figure 4.4

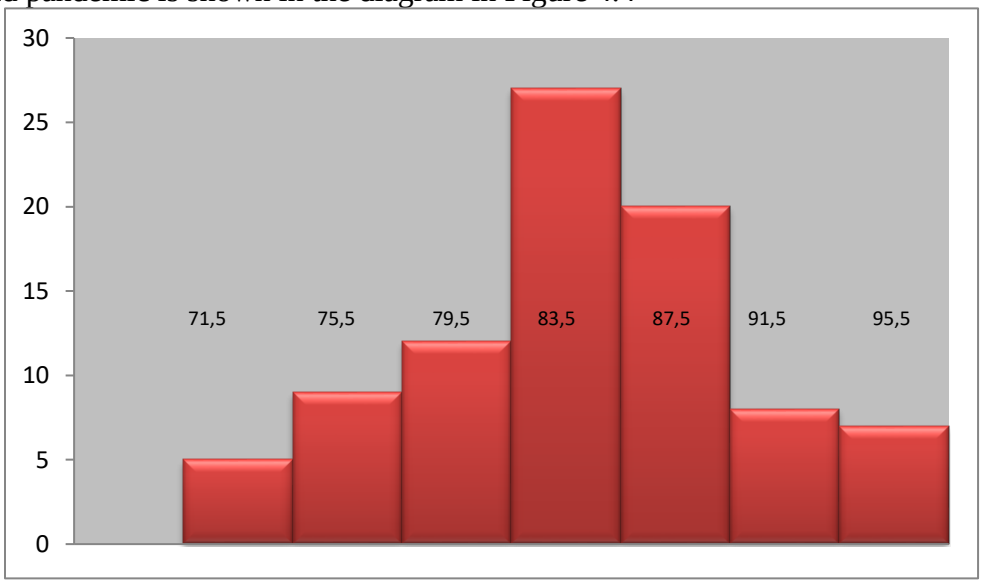


Figure 4.4. The quality of education services during the covid pandemic

a. Testing Requirements Analysis

Before carrying out path analysis to test the hypothesis, several statistical tests (according to classical assumptions) are first performed as a requirement of analysis. The statistical tests carried out are: (1) Test the linearity of the equation and the significance of the regression direction coefficient, (2) Test the normality of the estimated error. The results of the analysis of the linearity test of the equation and the significance of the regression direction coefficient Linearity Test of the Regression Equation and the Significance of the Regression Coefficient

a) Y regression over X1

1) Coefficient of regression direction of parents' satisfaction with the principal's leadership $\hat{Y} = 38{,}219 + 0.586X1$. From the calculation results obtained Fhit= 39.05;at the real level = 0.01 (1;86) obtained Ftab = 6.90; so thatαFhit> Ftab. Conclusion: the coefficient of the regression direction () is very significantβ
2) Linearity test of the regression equation of parents' satisfaction with the principal's leadership can be seen in table 4.8, obtained Fhit = 1.01, whereas inα= 0.01(23;67) obtained Ftab = 2.07; thenFhit< Ftab, the linear model is accepted.

Table 4.6. Analysis of Variance Test Linearity Regression Y over X1

Source of Variance	et al	JK	RJK	Fcount	Ftable	
					α =0.05	α = 0.01
Total	146	674995	-	-	-	-
Regression (a) Regression (b/a) Remainder	1 1 86	671826,38 989.46 2179,16	671826,38 989.46 25,34	39.05*	3.94	6.90
Suitable Tuna Error	23 63	587,26 1591.90	25,53 25,27	1.11ns	1.67	2.07

b) Y regression over X2

1) Coefficient of regression direction of parents' satisfaction with teacher performance $\hat{Y} = 34{,}690 + 0.611X2$. From the calculation results obtained Fhit= 52.91;at the real level = 0.01 (1;86) obtained Ftab = 6.90; so thatαFhit> Ftab. Conclusion: the coefficient of the regression direction () is very significantβ
2) Linearity test of the regression equation of parents' satisfaction with teacher performance, obtained Fhit = 0.70; while onα= 0.01(24;62) obtained Ftab = 2.07; thenFhit< Ftab, the linear model is accepted.

Table 4.7. Analysis of Variance of Regression Linearity Test Y over X2

Source of Variance	et al	JK	RJK	Fcount	Ftable	
					$\alpha = 0.05$	$\alpha = 0.01$
Total	146	674995	-	-	-	-
Regression (a) Regression (b/a) Remainder	1 1 86	671826,38 1206.86 1961,77	671826,38 1206.86 22,81	52.91*	3.94	6.90
Suitable Tuna Error	24 62	419.82 1541.95	17,49 24.87	0.70ns	1.67	2.07

c) Y regression over X3

1) Coefficient of regression direction of parents' satisfaction with the quality of educational services during the Covid pandemic $\hat{Y} = 30{,}631 + 0.605X3$. From the calculation results obtained Fhit= 57.26;at the real level = 0.01 (1;86) obtained Ftab = 6.90; so thatαFhit> Ftab. Conclusion: the coefficient of the regression direction () is very significantβ
2) Linearity test of the regression equation of parents' satisfaction with the quality of education services during the Covid pandemic obtained Fhit = 1.10; while onα= 0.01(21;65) obtained Ftab = 2.09; thenFhit< Ftab, the linear model is accepted.

Table 4.8. Analysis of Variance Test Linearity Regression Y over X3

Source of Variance	et al	JK	RJK	Fcount	Ftable	
					$\alpha = 0.05$	$\alpha = 0.01$
Total	88	6749 95	-	-	-	-
Regression (a) Regression (b/a) Remainder	1 1 86	671826,38 1266.54 1902.08	671826,38 1266.54 22,12	57,26*	3.94	6.90
Suitable Tuna Error	21 65	500.08 1402	23,81 21.57	1.10ns	1.68	2.09

d) X3 regression over X1

1) The regression coefficient for the quality of education services during the Covid pandemic with the leadership of the school principal $\hat{X}_3$ =51.896 + 0.498X1. From the calculation results obtained Fhit= 22.46; at the real level = 0.01 (1;86) obtained Ftab = 6.90; so thatαFhit> Ftab. Conclusion: the coefficient of the regression direction () is very significantβ
2) Test the linearity of the regression equation quality of education services during the covid pandemic with the leadership of the school principal, obtained Fhit = 1.17; while onα= 0.01(213;65) obtained Ftab = 2.18; thenFhit< Ftab, the linear model is accepted.

Table 4.9. Regression Linearity Test Variance AnalysisX3 over X1

Source of Variance	et al	JK	RJK	Fcount	Ftable	
					$\alpha = 0.05$	$\alpha = 0.01$
Total	88	776518	-	-	-	-
Regression (a) Regression (b/a) Remainder	1 1 86	773062.55 715.58 2739,9	773062,553 715.58 31.86	22.46*	3.94	6.90
Suitable Tuna Error	21 65	818.42 1921,48	35,58 30.50	1.17ns	1.73	2,18

e) X3 regression over X2

1) The regression coefficient for the quality of education services during the Covid pandemic with teacher performance $\hat{X}_3$ =47.756 + 0.533X2. From the calculation results obtained Fhit= 37.52; at the real level = 0.01 (1;86) obtained Ftab = 6.90; so thatαFhit> Ftab. Conclusion: the coefficient of the regression direction () is very significantβ
2) Linearity test of the regression equation for the quality of education services during the Covid pandemicwith teacher performanceobtained Fhit = 1.31; while onα= 0.01(24;62) we get Ftab= 2.12; thenFhit< Ftab, the linear model is accepted.

Table 4.10. Regression Linearity Test Variance AnalysisX3 over X2

Source of Variance	et al	JK	RJK	Fcount	Ftable	
					$\alpha = 0.05$	$\alpha = 0.01$
Total	88	776518	-	-	-	-
Regression (a) Regression (b/a) Remainder	1 1 86	672030,10 9181.90 2536.56	672030,10 9181.90 29,49	37.52*	3.94	6.90
Suitable Tuna Error	24 62	854,27 1682,29	35,59 27,13	1.31ns	1.70	2,12

1) Estimated Error Normality Test

To find out whether the research data is normally distributed or not, an estimated error normality test is performed using the Lilliefors test. If the calculation results show that the research data gives a Lhit Ltab value, then the research data is said to be normally distributed and the data is declared abnormal if it is Lhit Ltab. The normality test was carried out at a significance level = 0.05.<> α

Based on the calculation results, the results of the data normality test were obtained for the regression equation on the influence of the school principal's leadership variables, teacher performance, and the quality of education services during the Covid pandemic on the satisfaction of parents of students. The hypothesis tested is:

H0: data comes from a normally distributed population
H1: data comes from a population that is not normally distributed

The estimated error normality test includes the regression equation Y over X_1, Y over X2, Y over X3, X3 over X1, and X3 over X2. The normality test uses the Lilliefors test with the test criteria: accept the hypothesis that the estimated error is normally distributed if Lhit < Ltab. With n = 88 and a significant level α = 0.01, Ltab = 1.031 is obtained.

Based on the calculation of the data normality test5, the following test results are obtained:

Table 4.11: Summary of Estimated Error Normality Test Results

No	Regression Equation	lcount	ltable	Conclusion
1	$\hat{Y} = 38.219 + 0.586X1$	0.9979	1,031	Normal
2	$\hat{Y} = 34.690 + 0.611X2$	0.9996	1,031	Normal
3	$\hat{Y} = 30.631 + 0.605X3$	0.9998	1,031	Normal
4	$\hat{X}_3 = 51.896 + 0.498X1$	0.9929	1,031	Normal
5	$\hat{X}_3 = 47.756 + 0.533X2$	0.9974	1,031	Normal

Thus it can be concluded that the estimated error for the regression equation Y over X_1, Y over X2, Y over X3, X3 over X1, and X3 over X2 are normally distributed. For the regression equation for the variable parental satisfaction of the school principal's leadership variable, Lcount is obtained0.9979. While the Ltable value for n = 146 at the real level α = 0.01 is 1.031. From these results it is known that Lcount < Ltable, which means that the data for the regression equation of the variable parents' satisfaction with the principal's leadership are normally distributed.

For the regression equation for the variable parental satisfaction of students on teacher performance variables, Lcount is obtained0.9996. While the Ltable value for n = 146 at the real level α = 0.01 is 1.031. From these results it is known that Lcount < Ltable, which means that the data for the regression equation for the variable parental satisfaction of the principal's leadership variable is normally distributed. For the regression equation for the variable parental satisfaction of students on the variable quality of education services during the covid pandemic, Lcount is obtained0.9998. Meanwhile, the Ltable value for n = 146 at a significant level of α = 0.01 is 1.031. From these results it is known that Lcount < Ltable, which means that the data for the regression equation for the variable parental satisfaction of students on the variable quality of education services during the Covid pandemic is normally distributed.

For the regression equation for the variable quality of education services during the Covid pandemic for the school principal's leadership variable, Lcount is obtained0.9929. Meanwhile, the Ltable value for n = 146 at a significant level of α = 0.01 is 1.031. From these results it is known that Lcount < Ltable, which means that the data for the regression equation for the variable quality of education services during the Covid pandemic for the principal leadership variable is normally distributed.

For the regression equation for the variable quality of education services during the Covid pandemic on teacher performance, Lcount is obtained0.9974. Meanwhile, the Ltable value for n = 146 at a significant level of α = 0.01 is 1.031. From these results it is known that Lcount < Ltable, which means that the data for the regression equation for the variable quality of education services during the Covid pandemic on teacher performance variables is normally distributed.

b. Hypothesis test

After testing the analysis requirements as stated above, then testing the model is carried out by first calculating the correlation between the independent and dependent variables, which is formed into a correlation matrix. Based on the calculation results obtained, the correlation matrix is as follows.

Table 4.12. Inter-Variable Correlation Matrix

correlations		**Satisfaction of parents of students**	**Principal leadership**	**Teacher performance**	**Quality of educational services**
Pearson Correlation	Satisfaction of parents of students	1000	.559	.617	.632
	Principal leadership	.559	1,000	.548	.455
	Teacher performance	.617	.548	1,000	.516
	Quality of education services	.632	.455	.516	1,000
Sig. (1-tailed)	Satisfaction of parents of students	.	.	.	.
	Principal leadership	.000	.	.000	.000
	Teacher performance	.000	.000	.	.000
	Quality of education services	.000	.000	.000	,
N	Satisfaction of parents of students	146	146	146	146
	Principal leadership	146	146	146	146
	Teacher performance	146	146	146	146
	Quality of education services	146	146	146	146

Hypothesis testing begins with structural testing. In researchIn this case, there are two structures tested, namely:

$Y = \beta_{yx1}X1+\beta_{yx2}X2+\beta_{yx3}X3 + \varepsilon$

$X3 = \beta_{31}X1+\beta_{32}X2 + \varepsilon$

The following are the results of structural testing using the SPSS application program21

1. Structure Testing

a. Structural Equation Model Testing 1

Structural equation model 1, ie$Y = \beta_{yx1}X1+\beta_{yx2}X2+\beta_{yx3}X3 + \varepsilon$. Based on the results of SPSS 21 processing, the value is obtained$p.s_{y.\ 1}$,$p.s_{y.2}$, And$p.s_{y.\ 3}$as

Table 4.13.
Coefficient Value$p.s_{y.\ 1}$,$p.s_{y.2}$, And$p.s_{y.\ 3}$
Coefficientsa

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig
	B	std. Error	Betas		
(Constant)	8,358	7,896		1,059	.293
Principal leadership	.360	084	.375	4,255	.000
Teacher performance	.233	095	.222	2,460	.016
Quality of educational services	.299	093	.302	3,212	002

a. Dependent Variable: Satisfaction of parents of students

Thus the estimated value$Y = 0.22X1+0.30X2+0.38X3$

Table 4.13 shows that the path coefficient as can be seen in the beta column yields a score of 0.222 which is rounded up to 0.22 for the influence of the principal's leadership on parent-student satisfaction, 0.302 which is rounded up to 0.30 for the effect of teacher performance on student parent satisfaction, and 0.375 which is rounded off to 0.38 for the effect of the quality of educational services on the satisfaction of parents of students. All path coefficients are significant because they are described by a greater t coefficient () than ttable 1.66.>

structure 2 can be visualized in Figure 4.6 below.

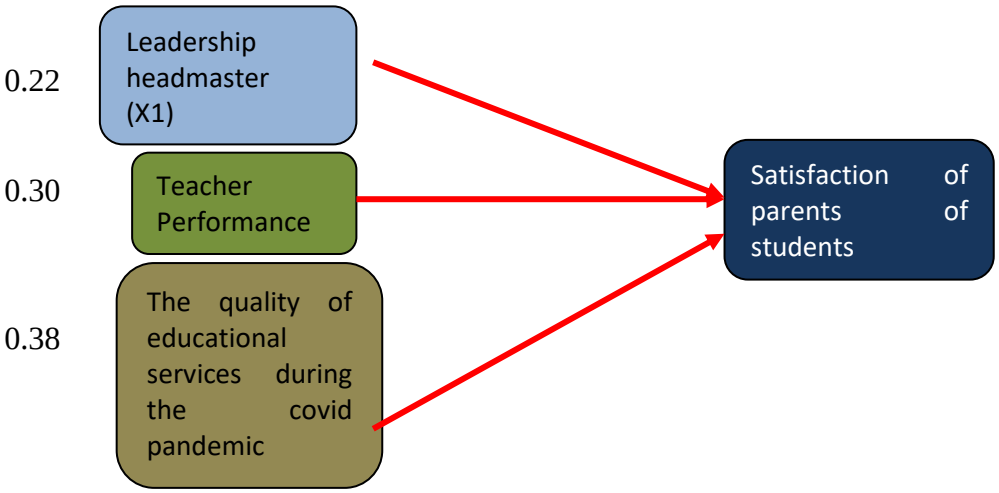


Figure 4.5. Structural Equation Model Visualization 1

Structural Equation Model Testing 2

Structural equation model 2, namely X3 =$\beta_{3.1}$X1+$\beta_{3.2}$X2+$\beta_{3.3}$X3 + ε. Based on the processing results of SPSS 21, a value is obtained p.s$_{3.1}$, Andp.s$_{4.2}$, as in Table 4.15.

Table 4.14. Coefficient Valuep.s$_{y.1}$,p.s$_{y.2}$, Andp.s$_{y.3}$ Coefficientsa

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig
	B	std. Error	Betas		
(Constant)	37,141	9,301		3,993	.000
Principal leadership	.393	.111	.380	3,528	001
Quality of educational services	.270	.118	.247	2,287	.025

a. Dependent Variable: Quality of education services

Thus the estimated value is X53 =0.25X1+0.38

Table 4.14 shows that the path coefficient as can be seen in the beta column yields a score of 0.247 which is rounded up to 0.25 for the principal's leadership on the quality of education services during the Covid pandemic, 0.380 which is rounded up to 0.38 for the effect of teacher performance on the quality of education services. All path coefficients are significant because they are described by a greater t coefficient () than ttable 1.66. The complete structural equation model 2 can be visualized in Figure 4.6 below.>

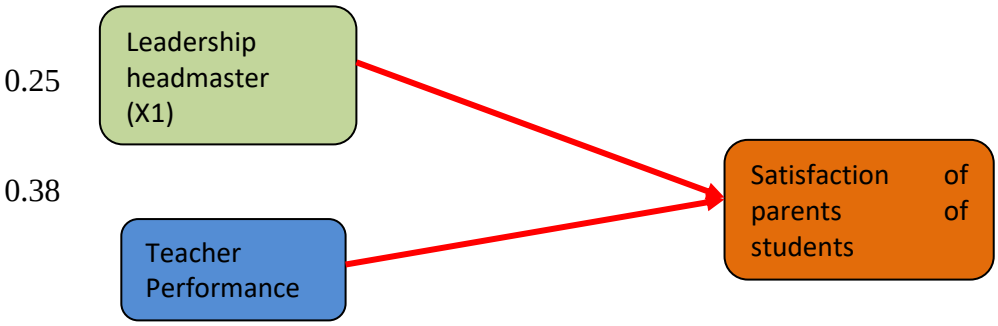


Figure 4.6. Structural Equation Model Visualization 2

2. Hypothesis test

Testing the first, second, and third hypotheses uses the structural equation model 1, while the fourth and fifth hypotheses use the structural equation model 2.

1) First Hypothesis Testing

The first hypothesis, "There is a direct influence of the principal's leadership on the satisfaction of parents of students", with hstatistical hypothesis:

H0 : $\beta_{y.1} = 0$

H1 : $\beta_{y.1} > 0$

The path coefficient of the influence of the principal's leadershipon the satisfaction of parents of studentsof py.1 = 0.22, tcount =2.46,while at the real levelα= 0.05, ttable = 1.66; so tcount> ttable. Thus H0 is rejected and accepts H1, or the path coefficient between the principal's leadership on the satisfaction of students' parents is declared significant. Thus it means accepting the hypothesis that states there isthe positive direct influence of the principal's leadership on the satisfaction of parents of students.

Based on the test results, every improvement in the principal's leadership results in increased parental satisfaction.

2) Second Hypothesis Testing

The second hypothesis, "There is a positive direct effect of teacher performance on the satisfaction of parents of students", with the statistical hypothesis:

H0 : $\beta_{y.2} = 0$

H1 : $\beta_{y.2} > 0$

The path coefficient of the direct influence of teacher performance on the creativity of parents' satisfaction is py.2 = 0.30, while tcount =3.21 at the real level α = 0.05, ttable = 1.66, sotcount> ttable. Thus H0 is rejected and H1 is accepted, or the path coefficient between teacher performance and student parent satisfaction is declared significant. Thus it means accepting the hypothesis that states there ispositive direct effect of teacher performance on the satisfaction of parents of students.

Based on the test results, the improvement in teacher performance resulted in an increase in the satisfaction of parents of students.

3) Third Hypothesis Testing

The third hypothesis, "There is a direct effect of the quality of educational services on the satisfaction of parents of students", with a statistical hypothesis:

H0 : $\beta_{y.3} = 0$

H1 : $\beta_{y.3} > 0$

The path coefficient of the direct influence of the quality of educational services on the satisfaction of parents of students is py.3 = 0.38, while t_{count} =4.26 at the real level $\alpha = 0.05$, $t_{table} = 1.66$, sotcount> t_{table}. Thus H0 is rejected and H1 is accepted, or the path coefficient between the quality of educational services during the Covid pandemic and the satisfaction of parents of students is stated to be significant. Thus it means accepting the hypothesis that states there is positive direct effect of the quality of education services during the covid pandemic on the satisfaction of parents of students.

Based on the test results, improving the quality of education services during the Covid pandemic resulted in increasing parental satisfaction.

4) Fourth Hypothesis Testing

The fourth hypothesis, There is a positive direct influence on the leadership of the school principal on the quality of education services during the covid pandemic, with a statistical hypothesis:

H0 : $\beta_{3.1} = 0$

H1 : $\beta_{3.1} > 0$

The path coefficient of the direct influence of the principal's leadership on the satisfaction of parents of students is p3.1 = 0.25, while tcount =2.29 at the real level $\alpha = 0.05$, $t_{table} = 1.66$, sotcount> ttable. Thus H0 is rejected and H1 is accepted, or the path coefficient between the principal's leadership on the quality of education services during the Covid pandemic is significant. Thus means accepting the stated hypothesisthere is a direct influence of the leadership of the school principal on the quality of education services during the covid pandemic. Based on the test results, it can be concluded that the improvement of the principal's leadership resulted in an increase in the quality of education services during the co-pandemic.

5) Fifth Hypothesis Testing

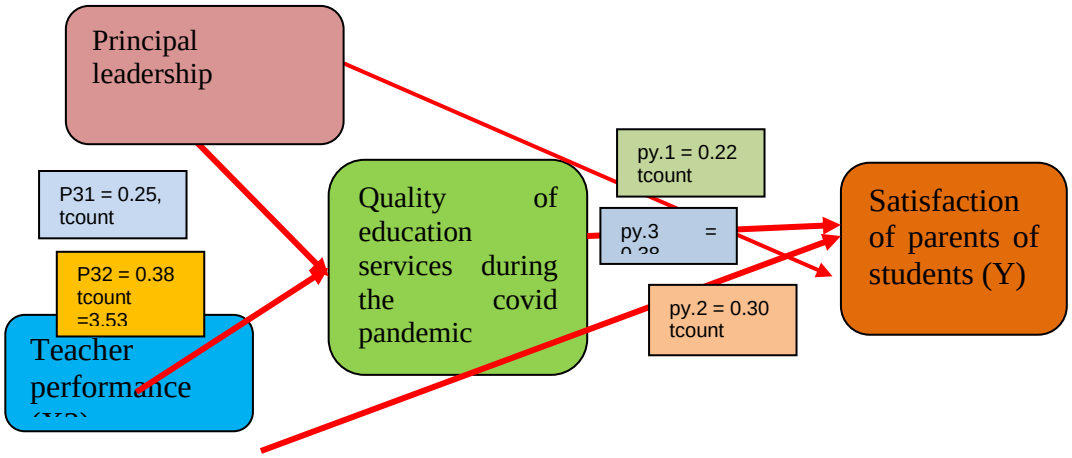
Hthe fifth hypothesis, There is a positive direct effect on teacher performance on the quality of education services during the covid pandemic, with a statistical hypothesis:

H0 : $\beta_{3.2} = 0$

H1 : $\beta_{3.2} > 0$

The path coefficient for the direct influence of teacher performance on the quality of education services during the Covid pandemic is p42 = 0.38, while tcount =3.53; at the real level $\alpha = 0.05$, ttable = 1.66, sotcount> ttable. Thus H0 is rejected and H1 is accepted, or the path coefficient between teacher performance and the quality of education services during the Covid pandemic is significant. Thus means accepting the stated hypothesisthere is a positive direct effect of teacher performance

on the quality of education services during the covid pandemic. Based on the test results, it can be concluded that improving teacher performance resulted in an increase in the quality of education services during the covid pandemic. The results of testing the five hypotheses can be visualized in the picturethe following constellation of inter-variable relationships.



DISCUSSION

The Influence of the Principal's Leadership on Student's Parents' Satisfaction

Resultsthe test found that the principal's leadership had a direct positive effect on the satisfaction of parents of students as indicated by the significant path coefficient value, namely py.1 = 0.22, tcount =2.46, and ttable = 1.66. It turns out that the value of tcount is greater than ttableor2.46>1.66. Thus, the hypothesis put forward by the researcher that there is a positive direct influence of the principal's leadership on the satisfaction of the parents of students is accepted. This means that when there is an increase in the satisfaction of the parents of the student as a result of an increase in the principal's leadership; and vice versa if the satisfaction of parents of students decreases it is caused by the low leadership of the principal.

The findings of this study reinforce the results of previous research conducted by Nurhilaliyah (2017) with the research title The role of school principals in increasing customer satisfaction at SMP 2 Sukawangi Bekasi. The research results found in this study that the role of the principal in increasing customer satisfaction at SMPN 2 Sukawangi is quite good, meaning that the principal is responsible for carrying out his duties and functions in increasing customer satisfaction. The role played by the principal in increasing customer satisfaction is to create service programs that are devoted to increasing customer satisfaction. In increasing customer satisfaction, school principals face several obstacles in the form of school infrastructure, school resources, the level of student discipline, and the activity of student parents.

This finding is also reinforced by other findings made by Mulyasa (2021: 48) explaining that schools are expected to be able to encourage all subordinates and

school members to empower themselves, and form a sense of responsibility for the tasks they carry out, compliance is no longer based on external organizational control, but instead developed from the heart of the heart accompanied by rational considerations.

According to Terry stated in his book E. Mulyasa (2021: 49) that in order to empower every individual at the school level, a school principal should be able to create an environment that is conducive to empowerment, show the ideals of empowerment, respect for all empowerment efforts and respect for all empowerment successes. Thus it can be concluded that the research findings state that. The principal's leadership has a strategic role within the management framework and the principal is one of the most important factors in supporting the success of the school in achieving the set school goals. The school principal is the manager of the education unit whose job is to collect, utilize, optimize all potential and human resources, environmental resources (facilities and infrastructure) and existing sources of funds to foster the school and school community it manages. Principals are successful when they understand the existence of a school as a complex and unique organization and are able to carry out the role of the principal as someone who is given responsibility for leading the school.

The Effect of Teacher Performance on Parents' Satisfaction

The results of hypothesis testing indicate that there is a positive direct effect of teacher performance on the satisfaction of parents of students as indicated by a significant path coefficient value, namely py.2 = 0.30, t_{count} =3.21 and t_{table} = 1.66. It turns out that the value of t_{count} is greater than ttableor3,21>1.66. Thus, the hypothesis put forward by the researcher that there is a positive direct influence on teacher performance on the satisfaction of students' parents is accepted.

This finding is in line with the results of previous research conducted by Tri Yuliarto 2020 with the research title The Influence of Academic Service Quality and Teacher Performance on Student Parent Satisfaction in schools. This research uses multiple linear regression with a qualitative approach. The results of this study indicate that the calculated F is 165.637 with a significance value of 0.000 <α0.05, which means that H0 is rejected and H1 is accepted. So this shows that there is a joint influence between all independent variables on the satisfaction of parents of students. If seen from the results of the T_{test} value, the academic service quality variable has a coefficient (β) of 0.864 with a sig value of 0.000. The significant value is less than α = 0.05 or 0.000 <0.05, so the coefficient value (β) is positive, the teacher performance variable has a coefficient (β) of 0.873 with a sig value of 0.000. The significant value is less than α=0.05 or 0.000 <0.05, so the coefficient (β) is positive. Calculation of the coefficient of determination obtained a figure of 79.3% and the remaining 20.7% is influenced by other factors that are not included. Thus there is a positive influence between the quality of academic services and teacher performance on the satisfaction of parents of students at SD Pembangunan Jaya. The quality of academic services and teacher performance contribute to good parental satisfaction at SD Pembangunan

Jaya. 7% is influenced by other factors that are not included. Thus there is a positive influence between the quality of academic services and teacher performance on the satisfaction of parents of students at SD Pembangunan Jaya. The quality of academic services and teacher performance contribute to good parental satisfaction at SD Pembangunan Jaya. 7% is influenced by other factors that are not included. Thus there is a positive influence between the quality of academic services and teacher performance on the satisfaction of parents of students at SD Pembangunan Jaya. The quality of academic services and teacher performance contribute to good parental satisfaction at SD Pembangunan Jaya.

Thus it can be concluded that the teacher is one of the most decisive components for the implementation of the educational process, the existence of the teacher is the main actor as a facilitator of organizing the student learning process. In the hands of quality teachers their personality is formed. Therefore, it is necessary to have a competent, responsible, skilled and highly dedicated teacher.

Teacher performance on parents' satisfaction in Muslim, 2018 states that there is a linear and significant influence between teacher competence and satisfaction. The magnitude of the influence of teacher competence on satisfaction is very large. All of this shows that the competence of teachers at Hasmi Islamic High School has a positive and real effect on the satisfaction of parents of students.

The Influence of the Quality of Educational Services During the Covid Pandemic on the Satisfaction of Parents of Students

The results of hypothesis testing show that there is a positive direct effect on the quality of education services during the Covid pandemic on the satisfaction of parents of students as indicated by a significant path coefficient value, namely py.3 = 0.38, t_{count} =4.26 and t_{table} = 1.66. Thus, the hypothesis put forward by the researchers that there was a positive direct influence on the quality of educational services during the Covid pandemic on the satisfaction of students' parents was accepted. From the results of testing the hypothesis, it can be interpreted that the better the quality of education services during the Covid pandemic, the better the satisfaction of parents of students.

The findings of this study are in line with the results of previous research conducted by Nur Rahmah in (2017) with the research title The Effect of Quality of Educational Services on the Level of Satisfaction of Parents of Students at Madrsah Ibtidaiyah Darul Ulum Semarang. The results showed that (1) the quality of education services was 84.25 which was categorized as quite good, (2) the satisfaction of parents of students was 90.7 which was categorized as quite good and it can be seen that the F test results were 105.214 greater than Ftable (4.10) at a significant level 5% and Ftable (7.35) at a significant level of 1%. With a correlation level of 0.857 in the very strong category because it is in the range 0.80-1.000. If formulated in a matter of percent (%) it is 73.5%.

Education as a service product is something that is intangible but can meet consumer needs which are processed using or not using physical product assistance where the process that occurs is an interaction between the service provider and the

service user which has characteristics that do not result in a transfer of rights or ownership. Educational institutions are organizations that provide services to internal and external stakeholders. Internal stakeholders consist of all institutions within the school (such as foundations, study programs and student activity units) and the actors within them (such as students, teachers, administration and other staff). External stakeholders consist of alumni, parents of government students and the general public. School success is measured by the level of customer satisfaction, both internal and external. Schools are said to be successful if they are able to provide services that match or exceed customer expectations because they have issued quite a lot of fees on educational institutions.

The satisfaction of students' parents is an important thing to be known by educational service management institutions. Knowledge about the satisfaction of students' parents is an activity that should be quite important to carry out, as an educational institution's effort to find out how far the performance of components in the school's internal environment contributes to improving the quality of educational services in the school environment which aims to produce satisfaction for students' parents. Based on the results of the study, the principal's leadership, teacher motivation, and the quality of educational services simultaneously and partially did not significantly affect the satisfaction of parents of students. Only the variable quality of educational services partially has a positive effect on the satisfaction of parents of students

The Effect of Principal Leadership on the Quality of Education Services during the Covid Pandemic

The results of the hypothesis testing show that there is a positive direct influence on the leadership of the school principal on the quality of education services during the Covid pandemic as indicated by a significant path coefficient value, namely p3.1 = 0.25, t_{count} =2.29 and t_{table} = 1.66. Thus, the hypothesis put forward by the researchers that there was a positive direct influence on the leadership of the school principal on the quality of education services during the Covid pandemic was accepted. From the results of testing the hypothesis it can be interpreted that the increase in school principal leadership occurred due to the increased quality of education services during the Covid pandemic.

The new paradigm of education management related to the quality of education services needs to be supported by qualified human resources. In this case the development of human resources is a process of increasing human ability to be able to make choices. This understanding focuses attention on equity in improving human capabilities and the utilization of abilities. One aspect of human resources in school management that is responsible for dealing with change is the role of the principal, namely the leadership of the principal because leadership is the main activity in achieving organizational goals. According to Wahyudi (2009: 120) suggests that leadership can be interpreted as a person's ability to move, direct, as well as influence mindsets,

In this regard, it can be understood that the principal's leadership has an important role in fostering teachers so that they are willing and able to develop themselves and are very responsible for the quality of education in schools. To improve the quality of school education services as suggested by Sudarwan Danim (2007:56), namely by involving five dominant factors: (a) Principal leadership; Principals must have and understand a clear work vision, be able and willing to work hard, have high work motivation, be diligent and steadfast at work, provide optimal service, and have strong work discipline; (b) Students; the approach that must be taken is the child as the center so that students' abilities can be explored so that schools can take inventory of the strengths that exist in students; (c) Teacher; maximally involve teachers, by increasing the competence and work profession of teachers in seminars, MGMPs, workshops and training so that the results of these activities are applied in schools; (d) Curriculum; the existence of a fixed but dynamic curriculum, maximum quality standards; (e) Cooperation network; the network of cooperation is not only limited to the school environment and the community alone (parents and the community) but with other organizations, such as companies/agencies so that the output from schools can be absorbed in the world of work.6428

According to Suhardiman (2010: 140), leadership is a process of influencing other people who become subordinates so that they want to devote all their abilities and skills to be used in achieving common goals. Basically the function of leadership in the organization is to condition something to mobilize and coordinate organizational resources to be directly involved in the implementation process so as to be able to realize organizational goals that have been set effectively and efficiently

The Effect of Teacher Performance on the Quality of Education Services during the Covid Pandemic

The results of hypothesis testing show that there is a positive direct effect on teacher performance on the quality of education services during the Covid pandemic as indicated by a significant path coefficient value, namely p32 = 0.38, t_{count} =3.53 and t_{table} = 1.66. Thus, the hypothesis put forward by the researchers that there was a positive direct influence on teacher performance on the quality of educational services during the Covid pandemic was accepted. From the results of testing the hypothesis it can be interpreted that the increase in teacher performance occurred due to the increased quality of education services during the Covid pandemic.

According to Hansley, a teacher is "a teacher is a person who delivers an educational program, assesses student participation in an educational program, and/or administers or providers consistent and substantial leadership to an educational program20." This means that a teacher is a person/self who delivers educational programs, determines student participation in educational programs and/or administrative controller or permanent custodians and real leaders of educational programs. While according to Ranvel "teacher is a person or thing that teacher something, especially a person whose job is to tech students a bout certain subject." It means; The teacher is someone or something who teaches some kind, special/special,

someone who's job is to teach students about a particular subject. Teachers are professionals, namely a job or activity carried out by a person and a source of income for life that requires expertise, skills or skills that meet certain quality standards or norms and require professional education. To become a professional teacher, the teacher must have four competencies, namely, pedagogic competence, personal, social and professional competence.

CONCLUSION

(1) There is a positive and significant direct effect of the principal's leadership on the satisfaction of parents of students at Public Elementary Schools in Tilango District, Gorontalo Regency; (2) There is a positive and significant direct effect of teacher performance on the satisfaction of parents of students at Public Elementary Schools in Tilango District, Gorontalo Regency; (3) There is a direct positive and significant influence on the quality of education services during the Covid pandemic on the satisfaction of parents of students at Public Elementary Schools in Tilango District, Gorontalo Regency; (4) There was a positive and significant direct influence of the principal's leadership on the quality of education services during the covid pandemic at Public Elementary Schools in Tilango District, Gorontalo Regency; (5) There is a positive and significant direct effect of teacher performance on the quality of education services during the covid pandemic at Public Elementary Schools in Tilango District, Gorontalo Regency

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