

# EFFECTIVENESS OF STRATEGIC QUALITY LEADERSHIP MODEL IN JUNIOR HIGH SCHOOL

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*Abstract:*

This research studies the importance of managing the effectiveness of schools as an effort to realize the quality of education. Thus, the quality of education can be achieved by quality school management through an effective management process. The achievement of school effectiveness management is influenced by a variety of factors whose contributions vary greatly. Based on the theory of education management in schools and influential factors, this study aims to find the profile of the effectiveness of the school and its determinant factors, explaining the magnitude and significance of its influence. The method used is survey research, through a quantitative approach using research instruments by taking the population of teachers at the State Junior High School in Kendal district. The respondent's perception data is analyzed statistically to give meaning to research data through instrument quality testing, testing the relationship and influence between research variables in shaping the accuracy of the research model. The findings of the study were that (1) there was a significant favourable influence of leadership factors on the effectiveness of the school, (2) there was no positive and significant influence of motivational factors on the effectiveness of the school, (3) there was a significant favourable influence of learning organization factors on the effectiveness of the school; (4) there is a significant reciprocal relationship between leadership and learning organizations. The findings of a fit and significant model, shaped by the leading factors of principals and learning organizations on the effectiveness of the school.

Keywords: School effectiveness, leadership, motivation, learning organization, quality leadership strategy.

## I. INTRODUCTION

The importance of education for the nation's progress, the government has strived to organize education for all citizens since the beginning of independence. Over the last three decades, various programs and activities have been implemented to improve the quality of education. These efforts seem to fall in the wake of state policies and conditions over time. The implementation of the Pioneer Project of The School of Development 1970-1980, Cianjur Project with Active Student Learning 1974-1980 is a notable example. The years 1983-1985 were given special attention to talented students. However, eventually, all three attempts dissolved until they seemed unresolvable. In those decades, the word instruction was widely used in Indonesian schools, so that the term teaching seemed to sink in. Teachers are busy putting together general instructional goals and specific instructional purposes whose formulations are behavioristic [1], [2]. The use of the term instruction in lay understanding makes teaching in schools full of commands, instructions, instructions or even commands. In improving low-quality instructional practices in schools, it is necessary to develop instructional practices centered on students[1], [3].

The most significant legal product in education in the early 21st century brings a fresh wind both efforts to improve the quality of education. Namely, Law No. 20 of 2003 on the National Education System and Law No. 14 of 2005 on Teachers and Lecturers. Following up on the legal products, P.P. No.19 of 2005 on National Standards of Education, which includes eight standards, namely: (1) content standards, (2) process standards, (3) graduate competency standards, (4) standards of educators and educational personnel, (5) standards of facilities and infrastructure, (6) management standards, (7) financing standards, and (8) education assessment standards. In the school field, these efforts are accompanied by the improvement of the curriculum periodically developed according to the needs. Known there is Curriculum 1968, Curriculum 1975, Curriculum 1984, Curriculum 1994. Followed by Competency-Based Curriculum (KBK), and since 2006, the Curriculum of Education Unit Level (KTSP) is implemented in line with the issuance of Permendiknas No. 22, 23, and 24 on Content Standards and Competency Standards of Graduates along with guidelines for implementation.

All these rules and curricula are expected to be implemented in practice in schools. But it turns out that various phenomena still hint that these efforts have not been accompanied by a significant improvement in the quality of education at the school level. In managing education in schools, the launch of policies with various innovations can still not realize an effective school, namely schools whose aspects of the school process contribute significantly to student learning outcomes as school output[4].

The following phenomenon is indicating the ineffectiveness of schools in Indonesia. First, the school is questioned about the final results of

students' learning. What percentage of the school's teaching contribution, considering that many students from elementary school, junior high school and the high school follow the guidance of learning outside of school, without that guidance, it is likely that the student's Pure Evaluation Score will be significantly lower. Why do they follow tutoring? Whatever the reason, it shows the school's credibility in the students' eyes, the credibility of the school is rivalled by the tutoring institute. Second, school is not a comfortable place to learn. Teacher-student relationships are often not harmonious, do not excellent and do not support the growth of high learning motivation. The atmosphere in the school causes the smart one to be reluctant to learn because the lessons are presented boringly, teaching becomes the scorn of the students because it is so dry. Third, the problems experienced by students (personal, social, learning, etc.) are numerous, and the quality of their learning activities is low less than 50% ideal. Fourth, schools are seen as industries, even factories, children are seen as raw materials that can be processed at will. Abandonment of the innate factor and equalization of all children leads to potential neglect.

Previous relevant research suggests resilient leadership and responsible attitudes are essential factors for socio-economic development [5]. Leadership responsibility in managing overall resilience capabilities among network members [6]. Strategic leadership that influences the effectiveness of schools[7] enhances strategic leadership into the organization[8], which is influential in the school's digital transformation. [9]. Exposure to the above thoughts and phenomena implies that it is essential, optimizing school management. Impact the effectiveness of the school, and such efforts are strategic to improve the quality of education in Indonesia. The reality on the ground shows that schools exist and boast objectively, even continuing to show very significant progress. The question that arises later is whether the improvement is due to good input (learners), the correct process (teacher), leadership (principal) or because of luck alone (fate). Or do all of the above factors contribute to the effectiveness of the school. To design an alternative model of optimizing the point of a feasible school, empirical data support on components that significantly affect the effectiveness of the school is required.

Conceptually, many factors influence the effectiveness of the school. The study of experts focused its analysis on specific characteristics that contributed to the point of school organization [10], the school decision-making process, among which were cultural characteristics [11], organizational changes[12], principal leadership behavior [13], [14], and teaching effectiveness[15]–[17]. The problem is that there is not much information for the implementation guide that can show the contribution definitively both separately and the composition of the gift. The context of the school is defined as a system, so a successful school is a school that achieves success on inputs, processes, outputs, and outcomes

characterized by the quality of the components of the system. Based on the nature of quality holistically, the quality of education is expected not only in results but in inputs and processes, especially in the process. Reliable school management is the gatekeeper for creating, maintaining, and improving the quality of graduates, in this case, the responsible principal. In the school system, graduates are the focal point of the goal. Qualified graduates are impossible to realize without a quality education process. A quality education process cannot exist without proper school organization. For the right organization, adequate leadership is required, and the leader himself must have commitment support from all school or constituent devices, especially teachers. From the exposure of the above thinking, it can be explained that the effectiveness of the school is related to the management of the quality of education in the school that can be achieved through an effective management process.

Practical management activities can be seen from the practice of education management in schools with various dimensions, namely process dimensions, operational dimensions, and organizational dimensions. To improve the effectiveness of schools, accurate empirical data on various dominant factors is needed that can significantly affect effective school development[18]. This study aims to analyze organizational factors, especially leadership, work motivation and learning organizations, to influence the effectiveness of school management. The determination of these factors as predictors of the effectiveness of the school is based on the following rationale. First, the function of the principal as a leader is suspected of having a strategic role in determining the school's success. The principal is one of the school resources called human resources type manager. Who has the task and function of coordinating? Coordinating human resources type implementer through some management inputs. So those human resources type implementers use their services to intervene with the rest of the resources.

Second, teachers are components of schools with a very strategic position, especially in classroom management—teachers who are professional and have a high dedication in carrying out their essential duties. So, the principal capital is to have high work motivation and supported by their ability to behave creatively. Third, the condition of the school organization continues to develop. Itself will make the school residents able to pattern thoughts and behaviours. That refers to changes in values and attention to the prevailing rules and able to build partnerships realized through an intensive process of dialogue and discussion—directed to the interests of individuals, teams and organizations in general. As well as the ability to understand the patterns of interaction in the group and achieve a shared future. Through equalization of the school's vision.

Effectiveness of schools as a strategic component of improving the quality of education, the above problems are essential to research[19].

At the practical level, especially in the State Junior High School in Kendal district has a relatively good level of effectiveness. One of them is through the acquisition of students who excel at the national level. So that about the strategic issues raised. Further will be studied the influence of the headmaster's leadership. Teacher work motivation and learning organization and the school's effectiveness at the State Junior High School in Kendal district. The empirical data on the magnitude of the influence of each of these factors will produce a model formulation of the result of the principal's leadership, teacher work motivation, and learning organization on the effectiveness of schools in the State Junior High School in Kendal district.

The purpose of this study was to find the effectiveness profile of the school and its determinant factors. The novelty of this research is the concept of the quality leadership strategy model. Conceptual frameworks and thinking flow build modelling of school effectiveness through principal leadership, teacher work motivation, and learning organization, based on the theoretical foundation of education management in schools, school effectiveness, work motivation, and learning organization. Many factors influence the significance of the school. From several factors that are thought to be very strategic towards the development of school effectiveness, the framework of this study was prepared. The overall frame of thought of this study is visualized in figure 1.

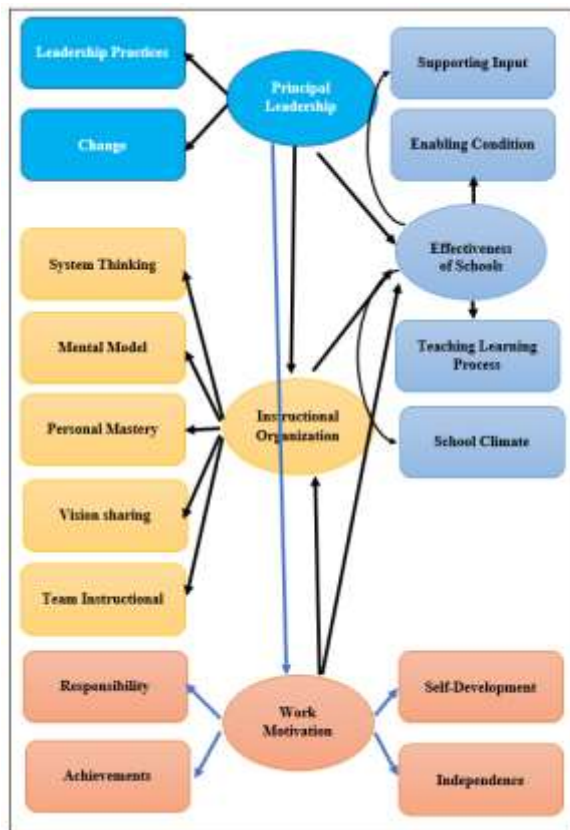


Figure 1. Research Thought Framework Model

In general, the problem of this study concerns determinant factors that affect the effectiveness of schools. Operationally, this research problem is formulated as follows:

- 1) How much direct or indirect contribution between the headmaster's leadership, teacher work motivation, and learning organization to the effectiveness of the school?
- 2) What is the model of a fit and significant relationship structure between the headmaster's leadership, teacher work motivation, and school learning organization and effectiveness?

## II. METHODS

This research is intended to test the contribution of principal leadership, teacher work motivation, and learning organization to the effectiveness of the school. The approach used is quantitative. The population of this study is the teachers of State Junior High School in Kendal District, which amounts to 865 people spread across 40 Public Junior High Schools. In this study, the sample size used following Memo et al., [20] was between 100 to 200 people; in this study, a sample of Public Junior High School teachers in Kendal District number 202 people. The sample determination technique used is Multistage Proportionate Random Sampling[21].

The variables in this study consisted of exogenous and endogenous variables. The free variables in this study consisted of 3 variables, namely: principal leadership, teacher work motivation, and Instructional organization. Variable school effectiveness is learned from dimensions: supporting inputs( $Y_1$ ), enabling condition( $Y_2$ ), school climate( $Y_3$ ), teaching-learning process( $Y_4$ ). The principal's leadership variables are learned from dimensions: thinking orientation( $X_1$ ), leadership practice( $X_2$ ), trust( $X_3$ ), and expected change( $X_4$ ). The dimensions of instructional organization variables include system thinking( $X_5$ ), mental model( $X_6$ ), personal mastery( $X_7$ ), vision sharing( $X_8$ ), and team instructional( $X_9$ ). At the same time, the variable dimensions of work motivation include responsibility in doing work ( $X_{10}$ ), achievements ( $X_{11}$ ), self-development ( $X_{12}$ ), and independence in acting ( $X_{13}$ ).

Primary data from respondents was netted using a structured (closed) questionnaire. The measurement method is based on the interval scale in a continuum that is from very low to very high. The instrument validity test is conducted by construct validation, namely the preparation of questionnaires based on indicators of research variables. The instrument test was born on 30 teachers who carried out tasks at Junior High Schools in Kendal Regency, not a research sample. Reliability tests are performed using Alpha Cronbach's formula. The research data analysis was conducted using Structural Equation Modelling (SEM) through LISREL software [22].

### III. RESULTS

The working hypothesis is acceptable if the theoretical model is built according to the empirical data collected. To find out if there is a conformity between the proposed model and empirical data, it is necessary to test its suitability. For model conformity test with the analysis of affirmative factors is carried out in three stages. The first stage, overall model fit, is done to assess the suitability of all models with one or more GFI. GFI measurements connect the actual or observed input matrix with the predicted matrix of the proposed model. The second stage, measurement model fit, is an evaluation of the validity of the construct and reliability of each construct separately. The third stage, structural model fit, is a test of conformity of structural equation coefficients by performing specifications of a certain level of significance. It is said to meet the significance level if the value is 0.50, so the t value of the structural equation coefficient should be  $> 1.96$  or, more practically, the value  $> 2$ . If it turns out that the theoretical model does not match the data at this stage, then a modification of the model is made.

#### A. Model modification analysis results

The conformity test of the structural equation model above will be used to prove the hypothesis proposed. The description in this section explains the effectiveness of the school in the school studied, along with the three determinant factors that affect it. Determinant factors are leadership, work motivation, and learning organization. The structural relationships tested assume that all three organizational factors influence the effectiveness of the school.

In other words, the structural relationship model of this study was built initially on four main hypotheses. However, from the analysis results obtained, the required value is not met for the working motivation variable, so the hypothesis discussed next is only three. The calculation results of each hypothesized "final" structural relationship are presented in Table 1.

**Table 1. Relationships Between Variables in Final Modelling**

No.	Relationships Between Variables	Symbol	Coefficient	Value T
1.	Leadership with instructional organizations	$\phi$ (Phi)	0.63	7.68*
2.	Leadership with school effectiveness	$\gamma_1$ (Gamma)	0.60	2.62*

3.	An instructional organization with school effectiveness	$\gamma^2$ (Gamma)	0.65	2.50*
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The calculation results in Table 1 are obtained from model conformity testing using three conformity test methods, namely absolute fit model, incremental fit model, and parsimonious fit model. To determine a fit model, a value that conforms to the goodness of fit (GOF) index and the model significance value is assumed. The process of obtaining the matter is done through the trimming method after the index modification. Models that meet the GOF index value requirements and are significant can be seen in the "final" model in Table 2.

**Table 2. Model Conformity Test Results**

Size	Conditions	Early Models	Advanced Models	Final Models
DF	Small expected	344	29	17
X <sup>2</sup>	Small expected	630.80	35.95	26.52
GFI	≥ 0.90	0.82	0.97	0.97
RMR	< 0.05	0.08	0.05	0.05
RMSEA	< 0.05	0.06	0.07	0.09
AGFI	≥ 0.90	0.78	0.93	0.93
NFI	≥ 0.90	0.73	0.94	0.92
PGFI	The higher the better	0.69	0.51	0.46
PNFI	The higher the better	0.67	0.61	0.56
p-Value (Sig.)	≥ 0.05	0.00	0.17	0.07

The analysis of the structural equation model in the first image (initial model) resulted in the values DF (344), X<sub>1</sub> (630.80), GFI (0.82), RMR



(0.079), RMSEA (0.079). 056), AGFI (0.78), NFI (0.73), PGFI (0.69), PNFI (0.67), and value P (0.00) (check attachments). A model is said to fit or conform between a theoretical model and data if the value resulting from a series of conformity test calculations meets the standard value. In addition, the most important thing is that the fit model has a p (significance) value that must be at least equal to or greater than 0.05. Based on the conformity model, modifications (read: iteration) are made until the expected value is found. Table 2 shows that the model modification was done several times because the previous model test did not meet the value of p (significance) greater 0.05. Meanwhile, on the "advanced" model, although it has a significant p-value, the resulting t value is not yet significant (check attachments). Modification of the fit "end" model resulted in DF (17),  $\chi^2$  (26.52), GFI (0.97), RMR (0.049), RMSEA (0.09) values 0), AGFI (0.93), NFI (0.92), PGFI (0.46), PNFI (0.56), and P-value (0.06557).

The modelling results that have been modified several times, namely the final model with a significance value of 0.06557, gives the sense that there is no meaningful difference between the covariance matrix of the theoretical model and the covariance matrix of data. In other words, the appropriate and significant structural equation model for research on the influence of leadership, work motivation, and learning organization on school effectiveness in the schools studied only includes nine indicators incorporated into three variables, as presented in Figure 2.

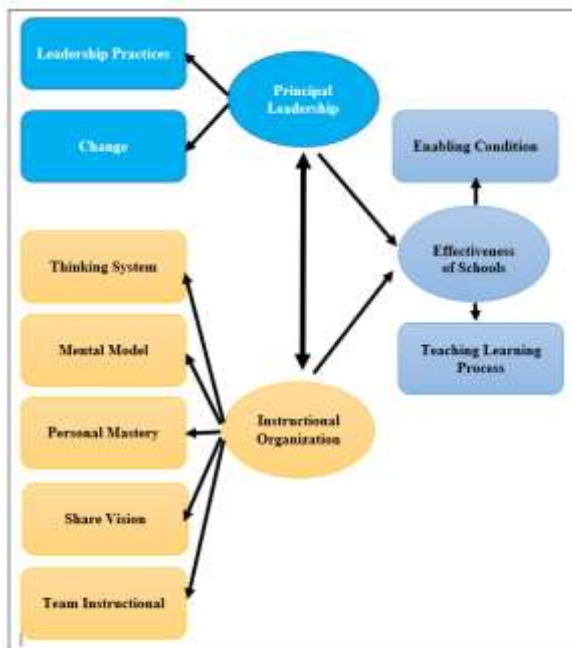


Figure 2. Structural Relationships Between Model III Variables

**B. Hypothesis test results**

The influence of leadership on school effectiveness

The analysis of the influence of leadership on the effectiveness of schools is based on hypotheses that leadership factors influence the

effectiveness of schools. This reinforces the expert view and supports the results of previous research. Based on these hypotheses and looking at the dimensions of exogenous and endogenous variables analyzed, the results of the analysis can be stated as follows:

- 1) There is a significant favourable influence of leadership factors judging by the dimensions of leadership practice shown by each leader ( $\lambda$  0.75,  $t$  9.38,  $p < 0.07$ ) on the effectiveness of the school judging by the teaching-learning process dimension ( $\lambda$  0.54,  $t$  3.01) and enabling condition ( $\lambda$  0.55,  $t$  3.02).
- 2) There is a significant favourable influence of leadership factors judging by the dimension of each leader's ability to lead change and direct subordinates to face change ( $\lambda$  0.61,  $t$  7.92) on the effectiveness of the school. The dimensions of the point of the affected schools also include two dimensions as in part an above.

Based on the results of the analysis of leadership influence above, two indicators represent leadership factors that affect the effectiveness of schools in the schools studied. Both elements – leadership practice and leadership ability to drive organizations to face change – jointly jeopardize the effectiveness of schools, judging by the enabling condition and teaching-learning process dimensions. These findings are in line with the views of experts and previous research that leadership is the locomotive of the organization. The leadership factors represented by its two dimensions show a significant favourable influence on the effectiveness of the school.

#### The influence of instructional organizations on school effectiveness

The analysis of the influence of instructional organizations on the effectiveness of schools is based on hypotheses that instructional organizational factors influence the effectiveness of schools. The findings of this study reinforce the views of experts and support the results of previous research. Based on these hypotheses and looking at each dimension of exogenous and endogenous variables analyzed, the results of the analysis can be stated as follows:

- 1) There is a significant favourable influence of instructional organizational factors seen from the orientation dimension of the principal's thinking shown to teachers ( $\lambda$  0.47,  $t$  6.29) on the effectiveness of the school judging by the enabling condition dimension ( $\lambda$  0.54,  $t$  3.01) and teaching-learning process ( $\lambda$  0.55,  $t$  3.02).
- 2) There is a significant favourable influence of instructional organizational factors judging by the dimensions of the mental model ( $\lambda$  0.71,  $t$  10.04) on the effectiveness of the school. The dimensions of school effectiveness that are affected include two sizes in part and above.
- 3) There is a significant favourable influence of instructional organizational factors judging by the dimension of personal mastery

( $\lambda$  0.53,  $t$  7.21) on the effectiveness of the school. The dimensions of school effectiveness that are affected include two sizes in part and above.

- 4) There is a significant favourable influence of instructional organizational factors judging by the dimension of vision sharing ( $\lambda$  0.67,  $t$  9.41) on the effectiveness of the school. The dimensions of the point of the affected schools also include two dimensions as in part an above.
- 5) There is a significant favourable influence of instructional organization factors judging by the learning dimension of the team ( $\lambda$  0.42,  $t$  10.00) on the effectiveness of the school. The dimensions of the point of the affected schools also include two dimensions as in part an above.

Based on the analysis results, it is illustrated the relevance of the influence of instructional organizational discipline on the effectiveness of schools in the schools studied. The instructional organization is the main characteristic of the organization that needs to be developed by all parties who expect the creation of a learning culture [23] [24].

#### Correlation between leadership and instructional organization

The results of the correlation analysis between leadership and instructional organizations support the proposed hypothesis, previous research results, and experts' views. This means a significant positive reciprocal (functional) relationship between leadership and instructional organizations in the schools studied. Leadership is represented by the practice of leadership ( $\lambda$  0.75,  $t$  9.38) and the ability of leaders in leading changes and directing subordinates to face change ( $\lambda$  0.61,  $t$  7.92). At the same time, the instructional organization is represented by the discipline of system thinking ( $\lambda$  0.47,  $t$  6.29), mental model ( $\lambda$  0.71,  $t$  10.04), personal mastery ( $\lambda$  0.53,  $t$  7.21), and sharing vision ( $\lambda$  0.67,  $t$  9.41).

The functional relationship between leadership and instructional organizations above gives an idea that the leadership style played by the principal supports the development of instructional organizations in the schools studied. Instructional organizational also supports a climate that demands principals to keep trying to improve their leadership capacity [25].

#### IV. DISCUSSION

This discussion focused on the analysis of the hypothetical test results obtained in this study. After that, the findings were presented and ended with the limitations of research and recommendations related to the results and conclusions in this study.

##### A. The influence of leadership on school effectiveness

The effect of leadership on the effectiveness of the school can be understood that in most school activities, leadership factors are considered fundamental because efficient and effective leaders

guarantee the movement of organizational (school) steps to achieve their goals [26] [27]. Leaders perform their leadership functions by (1) motivating employees, (2) accelerating the realization of ideas, and (3) developing a strategic vision that characterizes the values and objectives of the school.

Effective principals are indispensable to fostering and developing a spirit of cohesiveness and flexibility as value is lost in the formal bureaucracy in schools. Leadership is also needed to foster a work culture in schools, as is the previous understanding that leaders create a conducive school culture. In other words, the importance and role of leadership determine the pattern of school culture developed and leads to achieving school goals.

### **B. The influence of the instructional organization on school effectiveness**

The effect of an instructional organization on the effectiveness of schools on the five characteristics of instructional organizations implemented in schools can be stated as follows. They were thinking of the system as a learning discipline based on the conceptual framework used by teachers, both to clarify the work patterns used and make it easier for those teachers to change their work patterns effectively. System thinking requires that every teacher learn how to deal with problems holistically and systematically. The essence and orientation of teachers who think the system is seen through awareness of its existence as part of its group or team, the team as part of the school, and the school is part of its environment.

The personal mastery of teachers in the schools studied shows the placement of themselves and their competence as factors that influence the success of groups and organizations. Teachers who know about "tacit" and "explicit" do learning continuously to realize the future of themselves and their organization. The personal mastery of teachers is reflected in the excellence of skills and skills possessed in the field of duty. Intimate knowledge strengthens teachers' commitment to lifelong learning and utilizes skills and skills included anywhere in education, especially in schools[28], [29]. In the learning organization in the school, the principal and his profession are considered the determining factors that drive the organization's success to achieve the set goals.

Based on the picture above, it is clear that the principal has managed the school with a learning climate that takes place in it. According to Holloway [30], leaders have specific jobs to do. The Latin root of the leader's job title means to "show the way forward and give direction". Concerning the orientation of leadership developed in schools, in the military world, there is a classic hypothesis that the test of whether a person is a good leader or not depends on the many or least followers of the leader. Based on the idea, the success of a leader in the school (Principal) also depends on the number of subordinates affected and

follow it. The teachers agreed that the current leadership orientation of the principal is to empower teachers to be at least a leader for themselves and be servants to others (students, parents, and the community).

One of the standard caveats about the principal's efforts to improve the learning climate is that the organization's ability analysis will be better if it starts by creating a dynamic environment that encourages its learning process in the learning organization. The learning process in schools includes data collection; critical review of gap analysis. open debate on the issues raised. Prioritization for remedial action; approximate level of risk faced. Pilot action learning project; guarantee the results of implementation and the learning process continuously.

The climate of instructional organization in school is the same as the initial understanding that describes the physical, social and psychological situations and conditions that characterize the organization's life. The learning climate is also the tendency of feelings, attitudes, and behaviours of educational personnel in schools as measured by their perceptions and behaviours to be adaptive and gain knowledge and experience in all situations and conditions encountered. Thus, schools with instructional organizations and realizing the five disciplines of instructional organizations understood also create problems and conditions conducive to the learning of individuals and groups in the context of the school.

### **C. Model of school effectiveness development through principal leadership and instructional organization**

They are referring to the results of the analysis of structural model affirmative factors. Based on strategic factors that are very dominant, found an alternative pattern of development of school effectiveness performance offered by researchers, hoping to meet the demands of present and future needs following the strategic environment and a new paradigm of school empowerment. The conceptual model provided by the researchers is based on the findings of the study as the results in modelling III (Figure 2) as the final model. The model is the most straightforward and most powerful compared to the previous model. The relationship between variables in model III has a more meaningful influence on other variables, even between the principal leadership and instructional organizations of reciprocal (reciprocal) relationships.

Alternative conceptual patterns of school effectiveness development offered by researchers are work systems and procedures to realize the effectiveness of school-based leadership behaviour and empowerment of instructional organizations oriented to the management of the learning process and creating conditions that allow for the effective and efficient achievement of school goals. The development of the school's effectiveness model in the form of work strategies and procedures to realize the effectiveness of school-based leadership behaviour and

empowerment of instructional organizations. Referring to the study's key findings, namely, the point of the school is the result of reciprocal collaboration between the leadership of the principal and instructional organizations, it is recommended Strategic Quality Leadership (SQL). The use of SQL as a reference for developing school effectiveness models. Based on the following basic assumptions.

First, in the entire school system, the principal is one of the school resources with a task and function that significantly affects the continuity of school activities. The principal is one of the human resources type managers who have the charge and coordinating and curating human resources type executor through some management inputs. The instructional process can take place well to produce the expected output [27] [31] [32].

Second, leadership is at the heart of the whole organization. This assumption reflects the leader's primary goal as a mobilizer for others to take actions that lead to a set goal. Effective leadership is a critical factor in an organization's success in achieving its desired goals [2] [33] [34]. Completely conceptualized SQL visualized in Figure 3.

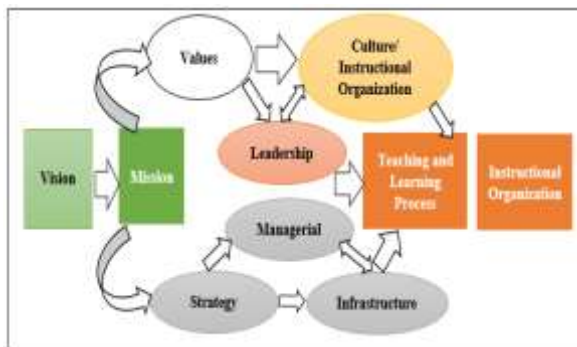


Figure 3. Build Conceptual Strategic Quality Leadership

The implementation of SQL is packaged in activities to move all components of the school that boil down to the quality of the school. The forms of activities include communicating vision, developing quality culture, and empowering teachers. The implementation of SQL starts from the awareness of the top leaders about the commitment to quality improvement. This commitment is realized through the ownership of the school's vision as a picture of the ideals and strong will of the school to achieve something ideal in the future. For the school's vision to be outlined in the mission and its implementation. The drafting process should involve all school stakeholders, including school leaders, teachers, staff, parents/school committees, students, supervisors, education boards, governments, state institutions, publishers/ journalists, businesses and industries, and non-governmental organizations.

Some indicators that can be used as a reference to communicate the vision of the school include (a) the vision and mission of the school are

formulated together with the parties concerned with the school, (b) the vision and mission of the school is clearly stated and oriented to ideal values, challenging, and innovative, (c) the vision and mission of the school is understood by students, teachers, staff, parents and the community to get full support, and (d) the vision and mission of the school become the basis for the school program, (e) the school's strategy and program direction consistently to achieve the vision and mission of the school.

Forming an effective school requires special attention given to development. Climate maintenance is conducive to improving the quality of learning. The role of leaders in working on the initiative of building quality culture in schools include: (a) having an integrated quality vision for the institution, (b) having a clear commitment to the process of quality improvement, (c) communicating the role of quality, (d) ensuring customer needs become policy centres, (e) directing employee career development, (f) carefully responding to issues arising from cultural mistakes, (g) leading innovation in institutions, (h) be able to ensure a clear organizational structure, (i) have a commitment to overcome engineered obstacles, both organizational and cultural, (j) build effective teams, and (k) develop appropriate mechanisms to evaluate and monitor success.

An essential aspect of educational leadership is empowering teachers by giving broad authority to improve student learning. Some forms of efforts to empower teachers include: (a) engaging teachers and staff to make decisions and solve problems, using scientific methods, statistical quality principles and process control, (b) asking for their opinions on things and how they run projects, (c) conveying management information to help develop and improve their commitment, (d) asking staff for opinions on systems and procedures that impede delivery of quality to the customers of learners, parents and colleagues, (e) understand the teachers want to improve the quality with a grassroots approach, (f) transferring responsibility and control of professional development to teachers and technical personnel, (g) implementing systematic and continuous communication to all involved in schools, (h) developing problem solving and negotiation skills in conflict resolution, (i) having a helpful attitude, (j) providing quality concept learning materials such as team building, process management, customer service, communication and leadership, (k) providing transparency, (l) learn to act as a trainer, (m) give autonomy and dare to take risks, (n) give balanced attention in providing quality for external and internal customers.

## **V. CONCLUSION**

Based on the research findings, the formation of SQL development and implementation model to improve school-based leadership behaviour and instructional organizational empowerment can be done through the following stages.

- 1) The preparation stage through the socialization of related parties, forming a team integrated with the organizational structure, formulation of management commitments, improvement of quality assurance models.
- 2) The development stage through the system's review and development includes quality documents, training, and socialization of work procedures and instructions.
- 3) Implementation stage through quality assurance system trials, internal audit training, system implementation, internal quality audits, correction and prevention measures, and management review meetings.

The results of this study have several limitations, including the following.

- 1) This study has limitations derived from the measurement method, namely in measuring the effectiveness of the school and its factors based solely on the teacher's perception. Because the data obtained is perception, it is vulnerable to bias and less able to describe reality. So it demands prudence in the taking of conclusions.
- 2) Other limitations regarding the population that only includes the State Junior High School in one district area, so that with the narrowness of the population area, it is required prudence to generalize the study results.
- 3) Another limitation is the use of the structural equation model analysis (SEM) approach. The beginning is limited to linearity assumptions. SEM can also approach non-linear relationships. It is necessary to combine with other systems, paradigms or methods (qualitative). Obtain comprehensive and in-depth analysis results. So that more than just the accuracy of quantitative and qualitative data analysis results used in this study.
- 4) The motivation of teacher work that has no significant effect on the effectiveness of the school has implications on the need to look again at the suitability of the proposed construction of the influence model structure. Based on theoretical searches, the elimination of work motivation variables is not due to mis-determination of indicators but rather because the variable is one of the variable indicators in the modelling structure proposed by researchers. Therefore, it is recommended to other researchers to study the significance of its influence on other models.

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