



Leadership as a Catalyst in Optimizing School Evaluation Implementation: An In-depth Study

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ABSTRACT

This study aims to evaluate the implementation of top-tier Senior High Schools (SMU), focusing on the following aspects: the school's physical, social, and cultural environment, the student selection process for elite schools, the qualifications and recruitment of educational staff, the understanding and application of the curriculum, school management, and efforts to secure and utilize funds. It is an evaluative study that combines process and fidelity evaluation approaches, using ethnographic methods, conducted at SMAN 1 Semarang. Data was collected through observation, in-depth interviews, and documentation, analyzed using domain, taxonomy, componential, and theme analysis. The validity of the research data was checked with data source and method triangulation. The results show a conducive learning culture formed through the physical environment, a good and harmonious social and cultural school environment, a selective yet challenging recruitment process, curriculum development by increasing hours for subjects critical for college admission, limited but optimally utilized facilities, quality teaching and learning processes, good, communicative, and transparent school management, and funding supported by routine fees and voluntary donations from stakeholders. Despite the non-formal designation of "elite" schools, community recognition is naturally given based on the school's educational implementation and services.

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INTRODUCTION

Interest in the problems of educational institutions in Indonesia is the effectiveness of institutional management (Wiyono et al., 2021). In the context of management, the evaluation function becomes a benchmark in policy making (Radaelli, 2020). Bureaucratic evaluation provides empirical data for leaders to plan and determine school priority targets (Datnow & Hubbard, 2016; Kennedy, 2014).

In this case, SMAN Semarang must play an active role to develop that potential. However, the Islamic education system in Indonesia today is still questionable about the position and competence of its graduates, who are less able to compete with the quality of graduates of other institutions that have really paid attention to educational problems. Therefore, despite its status as a superior school, SMAN 1 Semarang must improve. One of the good improvement efforts to do is education management.

Leadership problems are an important thing in an organization, not least in educational institutions, because leadership is an aspirational force, spirit and moral force that can influence members to change attitudes, group or organizational behavior to be in line with the will and aspirations of the leader by the leader's interpersonal towards his subordinates (Geier, 2016; Nurjanah et al., 2020; Young & Crow, 2016).

Transformational leadership is a new type of leadership (new leader paradigm) that is seen as effective for dynamicating change, especially in situations or transitional environments (Aftab, 2013; Makruf, 2017; Puni et al., 2021). Transformational leadership can be defined as the ability of a leader to work with and or through others to optimally transform organizational resources in order to achieve goals in accordance with predetermined achievement targets (Bouwman et al., 2017). Intended resources include human resources, facilities, funds, and external organizational factors (Rahim, 2023; Salabi et al., 2023).

Excellent schools are educational institutions that are strategically designed to channel and develop the potential of students who have extraordinary strengths and talents (Miroj et al., 2020; Tran, 2022). The main objective of this approach is to maximize the development of individual abilities through the provision of special treatment. Previous research has shown that

around one-third of gifted and talented learners often do not achieve their full achievements, largely due to less challenging learning environments and less stimulating teaching methods (Hopkins, 2015; Nir, 2002).

According to Suyanto, if there is no special handling for students who have special talents, they tend to experience frustration. This shows that excellent schools can be an effective solution to overcome the problem of providing adequate educational services for gifted learners (Suyanto, 2017). Given the significance of superior schools, this study aims to obtain an empirical picture of the implementation and operationalization of superior schools, as well as evaluate the extent to which the implementation meets the established criteria.

This study aims to evaluate the implementation of Public Senior High Schools 1 Semarang, especially regarding: (1) the condition of the school environment both physically, socially and culturally, (2) how to select or screen students for superior schools, (3) qualifications and ways of recruitment of educational personnel, (4) understanding and application of curriculum, (5) procurement and utilization of facilities and infrastructure, (6) implementation of teaching and learning processes, (7) school management, and (8) fundraising efforts and their utilization.

METHODS

This research is an evaluative research. The evaluation approach used to develop criteria is a combination of process approach with fidelity, while the method used is ethnographic method. This research was conducted at SMAN 1 Semarang. Data collection is carried out by conducting observations, in-depth interviews, and documentation. The analysis techniques used are domain, taxonomy, componential and theme analysis. Checking the validity of research data is carried out by triangulating data sources and methods.

Data analysis techniques are carried out by following the flow suggested by Spradley. The first step is to do domain analysis, which is trying to find domains, both in the form of cover items and included terms. The second step is to perform taxonomic analysis, which seeks to further detail the domains found, gathering the same elements in a domain so that the taxonomy is visible. The third step is component analysis, which is to find the contrasts that exist for each element in a domain. The fourth step is theme analysis, which seeks to find cultural themes that emerge from each step of the analysis.

RESULTS AND DISCUSSION

School Evaluation and Effectiveness

The efficiency of educational institutions is aimed at the highest level of achievement of results using the lowest input. Research on the production function in education is divided into two groups. The first group includes the assessment of the adjustment of production output inputs to test the relative efficiency of institutions in education. While the second group focuses more on comparing input outputs to evaluate effectiveness.

Education efficiency becomes two parts, namely internal efficiency and external efficiency. Internal efficiency relates to the quality as well as the quantity of inputs and outputs in the field of education. While external efficiency is measured through how much balance between social costs and social benefits as well as measuring how far education can meet the needs of the workforce.

Educational efficiency is measured from the level of output achieved in the form of knowledge obtained from each subject with the use of resources or inputs. These resources can be divided into resources that can be controlled by schools or policy makers including the number and allocation of budgets, the quantity and quality of teachers, classrooms and other school infrastructure, and the learning process. Meanwhile, resources that are beyond the control of the school are the socioeconomic conditions of the students' families and the abilities of the students themselves.

Identify school Excellence.

Indicators are variables that can be used to evaluate the state or status and allow for measurement of changes that occur over time. An indicator does not always explain the overall state, but often gives clues (indications) about the overall state.

Public sector performance measurement is carried out to meet three objectives. First, measuring public sector performance to help improve the performance of school organizations. Performance measures are intended to help the government focus on the goals and objectives of the work unit

program. This will ultimately increase the efficiency and effectiveness of public sector organizations. Second, public sector performance measures are used to realize public accountability and improve institutional communication.

The input or admission process of new students at SMAN 1 Semarang is strictly selected using criteria and procedures that can be accounted for. SMAN 1 Semarang must implement a fair and transparent admission process. This involves establishing clear selection criteria, ensuring transparency in procedures, and maintaining accountability. By involving external stakeholders, conducting regular evaluations, and fostering open communication, the school can enhance the integrity of the admission process and attract a diverse and talented student body.

The facilities and infrastructure owned by SMAN 1 Semarang support the fulfillment of learning needs and the distribution of students' interests and talents. SMAN 1 Semarang should conduct a comprehensive assessment of its existing facilities and infrastructure to identify any gaps or deficiencies. This evaluation should consider aspects such as classrooms, laboratories, libraries, sports facilities, and technological resources. By understanding the current state of these facilities, the school can develop targeted strategies for improvement and expansion where necessary.

To meet the evolving needs of its students, SMAN 1 Semarang should prioritize upgrading and enhancing its facilities. This includes investing in modern educational technologies, updating equipment, expanding library resources, and creating versatile spaces for collaborative learning and extracurricular activities. By providing state-of-the-art facilities, the school creates an engaging environment that encourages exploration and innovation.

Furthermore, SMAN 1 Semarang should distribute its facilities and resources equitably across different areas of student interest and talent. This ensures access to specialized facilities and equipment that support students' specific areas of interest, whether in sciences, arts, sports, or other disciplines. By nurturing students' passions and talents through specialized resources, the school fosters a well-rounded educational experience.

The facilities and infrastructure at SMAN 1 Semarang play a crucial role in supporting students' learning needs and exploration of their interests. By conducting comprehensive assessments, allocating resources strategically, and ensuring equitable distribution, the school creates an inclusive and enriching

learning environment that caters to diverse student needs. Continuous investment in facility improvement and expansion enables SMAN 1 Semarang to provide a high-quality education that empowers students to thrive and reach their full potential.

To create a conducive learning environment for developing excellence, SMAN 1 Semarang should prioritize student-centered teaching methodologies. This involves shifting from traditional lectures to interactive and participatory learning experiences. By incorporating project-based learning, group discussions, and hands-on activities, students actively engage in the learning process, fostering critical thinking skills and real-world application. Creating a collaborative and inclusive classroom environment encourages the development of students' potential excellence.

The school should also provide ample extracurricular opportunities for students to pursue their passions. By offering diverse clubs, teams, and organizations, SMAN 1 Semarang enables students to explore interests, develop talents, and enhance skills. Encouraging participation in competitions and exhibitions at various levels showcases students' abilities and inspires them to strive for excellence. Mentorship programs and partnerships with professionals further support students in their pursuit of excellence and development of their potential.

Creating a conducive learning environment for the development of potential excellence into real excellence requires a student-centered approach and ample opportunities for extracurricular engagement. By adopting interactive teaching methodologies, promoting collaboration, and providing diverse extracurricular activities, SMAN 1 Semarang can nurture students' talents, encourage their passion for learning, and empower them to achieve real excellence. This holistic approach will not only enhance their academic performance but also equip them with the skills, confidence, and motivation needed to excel in their future endeavors.

As research conducted by Bawono and Widarni, having superior human resources, both teachers and education staff, both in terms of mastery of subject matter, teaching methods and commitment in carrying out tasks (Manik et al., 2023; Singh, 2014; Widarni & Bawono, 2021). To have superior human resources, SMAN 1 Semarang should prioritize rigorous recruitment processes, continuous professional development, and a supportive work environment. By

attracting highly qualified individuals with a strong academic background, relevant experience, and a for education, the school ensures that its staff possess the necessary skills and knowledge. Continuous training, workshops, and conferences teachers and staff enhance their subject knowledge, stay updated with pedagogical approaches, and develop new teaching strategies.

Creating supportive work environment through regular communication, mentorship programs, and recognition fosters commitment and dedication. Investing in the growth and development of teachers and staff ensures they have the qualifications, skills, and commitment to provide excellent education and support, ultimately enhancing the learning experiences of students and the overall excellence of the institution (Almuhajir, 2022; Rismayadi, 2022).

Enriched curriculum, namely developing and improvising the curriculum optimally in accordance with learning demands. The school's learning time span is longer compared to other schools and the availability of adequate dormitories. There is additional treatment outside the national curriculum through the development of curriculum materials, enrichment and expansion programs, remedial teaching, quality guidance and counseling services, fostering creativity and discipline, boarding systems and other extra-curricular activities.

Quality teaching and learning processes and results can always be accounted for to students, institutions, and the community. Coaching leadership abilities that are integrated in the entire student coaching system through direct practice in everyday life, not as subject matter. To integrate coaching leadership abilities into the student coaching system through direct practice in everyday life, SMAN 1 Semarang should adopt a comprehensive approach. This involves integrating leadership development programs into various aspects of student life, assigning mentors for guidance, and creating a supportive environment for applying leadership skills. By offering practical experiences, ongoing support, and opportunities for reflection, the school can empower students to become effective leaders in their daily lives.

Improving the quality of human resources is carried out through education. Education as a cultural process will grow and develop basic values that must be possessed by every human being such as faith and piety, morals, discipline and work ethic as well as instrumental values such as mastery of

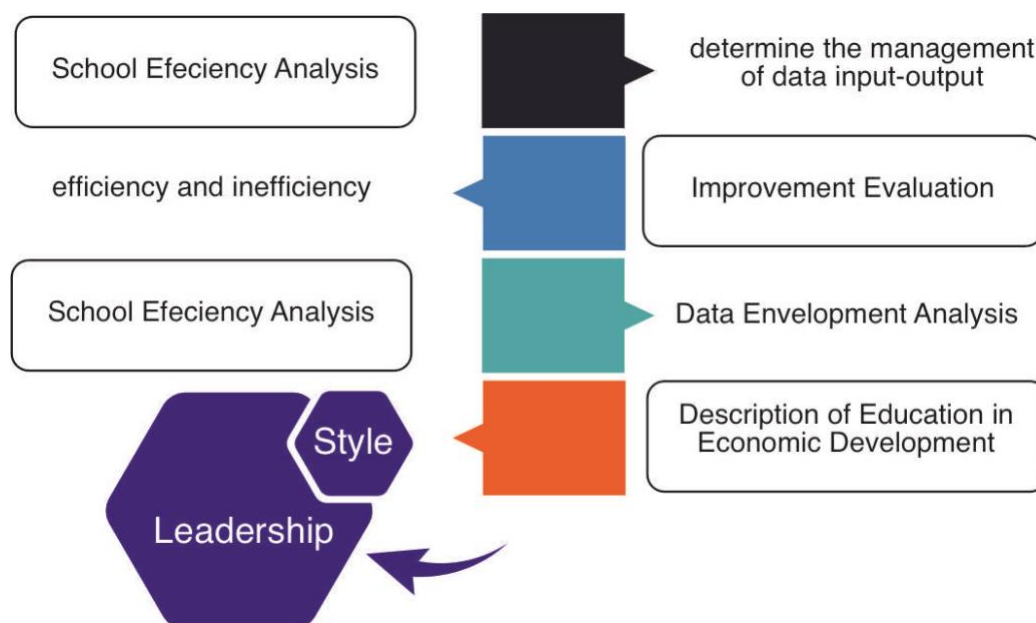
science and technology and communication skills, which are elements forming the progress and independence of the nation.

The student teacher relationship is also quite harmonious. The principal is also open and all school residents always obey school rules. The school's relationship with the community is also quite good, especially with tutoring institutions because of the frequent holding of cooperation in the form of try outs to enter state universities. The location of the school in the city and the existence of a campus close to the school can be used as a source of learning how life in real college is. In addition, administrative management and PBM are also quite orderly.

According to Haris and Frymier in learning goals that are cognitive, affective and psychomotor are considered (Frymier, 2005; Harris & Jones, 2018). Discipline is required, but students are still given creativity to organize student activities through student council. Among students, it is full of competition in achieving but they also work together in the success of their work program.

To support an effective teaching and learning process, teachers have prepared the learning program well. Written preparation made by teachers includes Subject Matter Analysis (AMP), annual programs, quarterly chess programs, lesson unit programs and lesson plans.

Figure 1: School Efficiency Analysis Development



Evaluative Aspects and Development Analysis

The results showed the establishment of a conducive learning culture through the physical environment. In addition, the social relations and cultural environment of the school are quite good and harmonious. In this school has also embedded a tradition or superior culture among students. This culture is reflected in the existence of high learning motivation, discipline, obeying the rules, awareness of responsibility and a strong desire to achieve high achievements. In addition, cultures that are less supportive of PBM are also eliminated. The habit of freely associating between the opposite sex and smoking in schools is prohibited. This ban applies to all school residents. While a positive culture is developed, such as a culture of clean, orderly, congregational prayer, and shaking hands. This culture has been ingrained for a long time and has always colored daily school life.

Based on the evaluation criteria, it is concluded that the school's social and cultural environment meets the criteria for a superior school. However, the physical environment does not fully comply with the outlined criteria, as there are areas that do not support learning based management. The selective process for teacher recruitment faces obstacles and does not fully adhere to standard managerial functions. School principals meet the specified criteria with a scholarly education background. Although the number and qualifications of education personnel are sufficient, the administrative system lacks clear and careful monitoring due to students' freedom to choose teachers based on criteria. As a result, the effectiveness of the evaluation process appears to be lacking. Insufficient funds hinder the proper functioning of curriculum development staff. Therefore, in terms of education personnel, the outlined criteria have not been fully met.

Third, Curriculum development is understood and implemented by adding class hours to lessons that are the subject matter of entering the tertiary level. The implementation of the national curriculum at SMAN 1 Semarang is quite good. In terms of elaboration or improvisation of the curriculum, curriculum development is carried out by adding lesson hours with the consequence of adding material, the use of multimethods and multimedia. This addition is only limited to subjects that are the subject matter of admission to

bona fide colleges. This addition is done by holding extra-curricular activities (compulsory and elective), and developing technical and extracurricular skills carried out at zero hours. This activity greatly supports curricular activities. Thus, this curriculum component has been able to be fulfilled properly.

Fourth, the school still does not encounter significant obstacles related to facilities and infrastructure, although its utilization is mostly quite optimal. Most of the facilities and infrastructure that support the teaching and learning process are almost all well available, only social studies laboratories and clerkship offices, extracurricular programs and new student admissions are not yet available. Administration rooms are also almost all available, only meeting rooms and reproduction are not yet available, although the available administration rooms are not adequate because they are not permanent. Public relations buildings for teachers and students cannot be provided by the school yet, only teacher mesos are in preparation, while student dormitories are being considered. The existing facilities and infrastructure have also been handled properly, both in terms of planning, procurement and maintenance. Likewise, school relations, both internally and externally, are quite good. So, overall the management criteria of superior schools have been able to be met by SMAN 1 Semarang.

Fifth, the teaching and learning process has run well and quality because the teacher masters mated, uses various methods and is full of discipline. For final grade students, extracurricular activities are held that accommodate technical skills. Evaluation of the implementation of PBM can be observed, one of which is through the assessment of learning progress carried out by means of each lesson delivered by the teacher writing material or discussion in a book. The teacher also conducts assessments by paying attention to the stages of daily tests (weight 1) and general tests (weight 2). In addition, there are also teachers who take into account the values of the assignments given.

From the implementation of this evaluation, it can be concluded that in general, PBM at SMAN 1 Semarang has fulfilled the criteria outlined as superior schools. The implementation of extracurricular activities is carried out face-to-face and the allocation of time is clearly determined in the composition of the learning program. Extra-curricular activities are carried out outside face-to-face hours, while independent activities are carried out both in science practicum activities and English language enrichment.

The school management is quite kind, thoughtful, communicative and open. In relation to the role of teachers, in general, teachers have been able to act as motivators and facilitators not only as communicators, especially in digitizing information and learning. The coordinator who needs special attention is the implementation of counseling guidance.

At SMAN 1 Semarang there is already a teacher and education staff development program but it cannot run effectively due to the density of school activities. Non-educational personnel are also given the opportunity to take part in upgrades carried out by other institutions. In addition, the school has handled administrative management which includes personnel, finance and curriculum. School funding is supported by regular tuition, and voluntary donations from stakeholders. The findings also revealed that although currently the naming of superior schools is not formal, the recognition of superior given by the community naturally sees the implementation of education and services provided by schools.

Fund planning has been fulfilled by SMAN 1 Semarang. However, judging from the source of financial assistance, it has not been able to meet the criteria set because the source of funding is only obtained from regular contributions, voluntary contributions from students and student guardians, and related agencies. In this case, the role of local governments and communities has not been seen. So, this fund component has not been fully fulfilled by SMAN 1 Semarang. The headmaster always compiles school work programs and RAPBS every year. PBM activities are organized and organized with the school education calendar, while assessment and guidance activities are also arranged and carried out in an orderly manner. In addition, student development programs exist and in practice are handled by principle student while routine activities are handed over to the Student Council.

Critical Solution Argument

The evaluation of the implementation of Public Senior High Schools 1 Semarang presents a comprehensive examination of various crucial aspects that significantly impact the quality of education provided. By critically assessing these key areas, effective solutions can be developed to address existing challenges and enhance the overall performance of the schools.

The condition of the school environment, encompassing physical, social, and cultural aspects, plays a vital role in shaping the learning experience. It is imperative to evaluate the adequacy of infrastructure, such as classrooms, libraries, and laboratories, to ensure they meet the needs of students and teachers. Additionally, assessing the social and cultural environment fosters a supportive and inclusive atmosphere that values diversity and promotes student well-being.

The process of selecting or screening students for superior schools requires careful evaluation to ensure fairness and transparency. It is essential to examine the current selection methods to identify any biases or limitations that may hinder the access of deserving students. Developing a comprehensive and merit-based selection process that considers academic achievements, aptitude, and potential can lead to a more inclusive and equitable student body.

The qualifications and recruitment processes for educational personnel are crucial factors in determining the quality of teaching and learning. Evaluating the existing criteria for hiring teachers and staff is necessary to ensure that they possess the necessary qualifications, pedagogical skills, and subject expertise. Implementing rigorous recruitment procedures and providing continuous professional development opportunities can enhance the competence and effectiveness of the educational workforce.

The understanding and application of the curriculum are fundamental to delivering quality education. Evaluating the alignment between the curriculum and the needs of students, as well as assessing the pedagogical approaches employed, can lead to curriculum enhancements and instructional improvements. Regular review and adaptation of the curriculum based on educational research and best practices ensure that it remains relevant and effective.

According to Ahmad and Booty the procurement and utilization of facilities and infrastructure require careful evaluation to address any gaps or inefficiencies (Ahmad, 2021; Booty, 2009). Assessing the current procurement processes, including budget allocation and resource management, can lead to more strategic and cost-effective utilization of resources. Prioritizing the acquisition of modern educational technologies and ensuring their optimal utilization can enhance teaching and learning experiences.

The implementation of teaching and learning processes is a critical aspect of evaluating the effectiveness of education. Assessing instructional strategies, pedagogical approaches, and the integration of technology can help identify areas for improvement. Encouraging innovative teaching methods, fostering student-centered learning, and promoting effective assessment practices can enhance the overall quality of education.

School management plays a pivotal role in creating a conducive learning environment. Evaluating the leadership and management practices within Public Senior High Schools 1 Semarang is essential to identify areas for improvement. Strengthening administrative systems, promoting collaborative decision-making, and fostering a positive school culture can contribute to effective school management and improved educational outcomes.

Fundraising efforts and their utilization require critical evaluation to ensure financial sustainability and optimal resource allocation. Assessing the current fundraising strategies, exploring alternative funding sources, and implementing transparent financial management practices can enhance the school's capacity to meet its operational and developmental needs.

Conducting a comprehensive evaluation of the implementation of Public Senior High Schools 1 Semarang across these eight key areas provides the foundation for effective solutions and improvements. By critically analyzing and addressing the identified challenges, the schools can enhance their overall performance, provide quality education, and create an optimal learning environment for students.

CONCLUSION

The research findings indicate that the development of a school culture aligned with the vision contributes to a conducive physical environment for teaching and learning. The social relations and cultural environment within the school are generally harmonious. The recruitment process involves multiple selection stages, although sectoral policies still allow for individual interests. Despite facing implementation obstacles, teacher recruitment and qualification processes are selective. Curriculum development includes adding class hours to subjects tested for admission to preferred state universities. While facilities and infrastructure utilization is mostly optimal, procurement is limited. The teaching and learning process is of good quality, characterized by

knowledgeable teachers, diverse teaching methods, and a focus on life skills education. Regeneration is facilitated through student organizations and leadership patterns. Effective school management is evident, with principals carrying out their functions wisely, communicatively, and openly. Although government funding supports the school, additional funding from external sources is necessary for economic independence and innovation. Future research can explore similar topics in different educational settings, including elementary, junior high, and college levels. Moreover, researchers can investigate other factors that influence the effectiveness of evaluation implementation in schools.

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