



Research Article

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Factors Influencing the Principal's Leadership and Its Impact on Learning Quality and Learning Outcome

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Abstract

This study aimed to analyze the factors that influence the variables of Leadership Training (TL), Work Experience (WE), and Student Achievement (LA) in terms of Principal Leadership (PL), and their impact on Learning Quality (LQ) and Learning Outcomes (LO). The research sample was 120 teachers from six State-level high schools that were categorized as well in three provinces. Data were collected through questionnaires, interviews, and focus group discussions. Specifically, the questionnaire was first tested to determine the level of validity and reliability using the Pearson and Cronbach Alpha product moment test criteria. The study uses structural equation modeling (SEM) analyses. The results show that TL, WE, and LA have positive effects on PL, whereas PL has positive effects on LQ and LO, and LQ has a positive effect on LO. It is recommended that the selection and the recruitment of principal be necessary to consider these variables, in particular the implementation of leadership training and funding assistance to participate in the principal's professional organization. Efforts to develop leadership knowledge and skills need to emphasize the importance of decision-making and risk in school management to make change and progress in the school, increase staff openness and involvement in decision making, open access to school education, and build collaborative relationships within and outside the school.

Keywords: principal leadership, leadership training, teaching achievement, learning quality

1. Introduction

Leadership is considered to be one of the factors that determine the success or failure of an organization. Leadership, in formal and informal organizations, is taught as the ability of leaders to move others to achieve the goals and directions expected. A leader who does not have the ability to move his subordinates tends to lead to passivity, stagnation, and underdeveloped towards progress. If this happens to the company, it will lead to failure, loss and threaten sustainability or bankruptcy.

Likewise the principal's leadership will determine its success or lack of success. A school principal who lacks the ability to mobilize subordinates will not only bring about less dynamic, monotonous, creative poor education, but also low student learning outcomes. Often, the differences in student learning outcomes between one school and another school due to differences in the ability of principals in realizing their leadership roles (Scheerens, 2000). As a leader, the principal must be able to move his subordinates through a set of roles as the activity coordinator, motivator, supervisor,

and so on. The position of the principal is the focal point which becomes the driving force of school life. The realization of this role must also be supported by leadership competence consisting of having a strong vision of the future to bring the progress of its educational institutions, act as agents of change, dare to take risks for improvement and progress, act equality and democracy, be able to control emotions and act patiently - humbly - simple, and fostering harmonious and synergic social relations with school members (Leithwood et al., 1998; Kotter, 1998; Yukl, 2001; Nanus, 2004; Anderson, 2004; Luthans, 2014; Susanto, 2008; Goleman, 2003; Schein, 2014; Thoha, 2016). Ownership of leadership competencies is the basis and energy for a school principal to realize roles in managing educational institutions.

A school principal is often judged to be competent but unable to bring his educational institution towards progress. That was due to the principal's leadership being influenced by other factors. Situmorang (2019) suggested that one of the factors influencing the leadership of school principals was the training obtained. From his research it was found that there was a positive effect of training on the leadership of the school principal, further enhancing the competency of the principal's supervision in carrying out their duties. On the other hand Hartini (2012) found that work experience influenced the performance of school principals. With experience, including active participation in organizations, a school principal can apply more flexible leadership and dare to take risks to make changes. In certain cases in Indonesia in particular, there is Minister of National Education Regulation No. 28 of 2010, one of which emphasizes the recruitment of prospective principals to be done proactively by getting the most qualified teachers to become principals. Recruitment of prospective principals is carried out through a selective and active search process for all teachers who are deemed to have the qualifications, achievements and competencies to apply for and participate in the selection of prospective principals. A school principal is required to have passed the teacher competency test and has an educator certificate so that he is able to direct and implement the expected learning patterns.

How much influence these three factors have on the principal's leadership, and how the influence of the principal's leadership on the quality of learning and student learning outcomes, is the focus of the discussion in this paper. The training, work experience, and achievement factors are exogenous latent variables that influence the endogenous latent variables of the principal's leadership, then the principal's leadership is an exogenous latent variable that influences the endogenous latent variables of the quality of learning and student learning outcomes. From this analysis it is hoped that a complete understanding of the relationship between these variables can be obtained, so that conclusions and recommendations can be drawn that are needed to empower the principal's leadership.

2. Literature Review

2.1 Leadership Principal

Yukl (2006) suggests one of the meanings of leadership is the behavior of individuals who lead the activities of a group to achieve a certain goal. Kotter (1988), Usman, (2016), and Thoha (2016) argue that leadership is the ability to influence the behavior of others to achieve common goals. Strictly speaking, leadership is the process of the influence of one person on others to achieve common goals. There are various leadership styles that existed and realized by scholar. Dahl (2003) argues that in the present, the characteristics of the traditional leadership style in organizations is more on leaders who tend set all goals, make decisions, and lead troops and reflect an approach with a pattern of control over others. But, the demands that arise in an organization now and in the future shows that leaders need to learn to think about controlling with others through efforts to build relationships based on shared vision and form situations and conditions that support its achievement. Leaders are required to be able to help people see the whole system, encourage the work of their staff, spearhead change, and expand the capacity of people to shape the future.

Dahl (2003) and Nanus (2004) suggested that one of the most important functions of a leader in an organization is to create shared visions, as a picture of an ideal future for the organization. The vision includes how the form of the organization, the results / achievements achieved, and the underlying values. Vision can be created by leaders or by staff, but its goals must be widely understood and embedded in everyone's mind. Visionary leadership is a leader who always has a plan, is fully oriented towards results, adopts new visions that are challenging, needed and can be reached, communicating vision and influencing others. Vision is a future that is realistic, trustworthy, and interesting to where the goals of the organization will be taken, a better future than the present conditions.

One of the leaders' criteria is the principal in charge of managing his or her educational institution. The success of the school's implementation of education is highly dependent on the ability of the headmaster to mobilize his subordinates (academic and administrative) to achieve their goals. That ability is strongly influenced by the competence of the principal, the vision of the future, the courage to take risks, act as a change agent, and more. Without these aspects the desire of the uninitiated principal would be passive, monotonous, creative poor, and ultimately lead to stagnant and unsatisfactory results (Leithwood et al, 1998; Kotter, 1998; Nanus, 2004; Anderson, 2004; Luthans, 2014; Susanto, 2008).

2.2 *Influence Factors*

The principal's leadership style and behavior not only depend on the ownership of competencies and vision but also influenced by a number of factors, including leadership training that has been obtained by the principal, work experience (including organizing), and work performance as a teacher. These three factors are thought to have a significant influence on principals in realizing visionary, active, creative leadership behavior, acting as agents of change, having ability to take risks for improvement, and so on.

2.2.1 *Leadership Training*

There are various opinions expressed by management experts regarding the meaning of training. In this paper the notion of training refers to the meaning associated with the skills and abilities needed for work that is being and will be done (Ivancevich, 2007). Implicitly, this leadership training can be interpreted as an effort to form and develop, hone and improve one's leadership abilities. Leadership ability is one important key so that a leader will be able to conduct a good management, will be able to provide proper direction to move all his subordinates to achieve certain goals and to develop the organization.

Besides, the acquisition of leadership training is also an important element that needs to be owned by a school principal. Through this kind of training, a school principal can obtain a variety of leadership styles, theoretical and practical abilities, so that will be capable to carry out his duties. Training related to the theoretical aspects consists of about how to handle changing management, crisis management, effective collaborative leadership, effective communication, managing teamwork, decision making and problem solving, and others, as well as practical and related to mental abilities, self-motivation, emotional intelligence, and so on. (Anderson, 2004; Goleman, 2003; Agung, 2010). Surizal, Marzolina, and Marpaung (2014) show that training has an influence on the leadership of principals, then has an influence on teacher competencies. In this paper also stated the alleged influence of the relationship between the training received by the principal and his/her leadership.

2.2.2 *Work Experience*

Another factor thought to have an influence on the principal's leadership is work experience. Simply, work experience can be interpreted as the length of time someone worked, both in the number of

years of work and types of work. Johnson (2007) argues that experience raises a person's potential because of the formation of knowledge or skills about methods, techniques, and ways of carrying out a job. In principle, work experience is an understanding of something that is lived, and appreciation that makes an experienced and skilled work. With the experience gained someone will be skilled and able to carry out their work duties. Learning outcomes from work experience will make the person work more effectively and efficiently.

In the context of the principal, work experience is thought to influence the level of mastery of knowledge and skills in carrying out his work. Work experience will cast doubt, because a job has been carried out or already knows where the direction and purpose will be obtained. An inexperienced headmaster will undoubtedly be anxious, anxious, passive, and lack the courage to take risks, and fear failure. Hartini (2012) and Wirawan, Bagia, and Susila (2016) suggested a positive influence of work experience on the competency of the principal. The same thing was found by Salwa, Kristiawan, and Lian (2019) that work experience is one of the variables that has a positive influence on the performance of school principals.

2.2.3 Teaching Achievement

The principal is often considered a unique status, so it cannot be handled by just anyone. The assumption of a School Principal is not enough just based on knowledge and ability regarding organizational management, but must be able to recognize, understand, and live the basic tasks of his subordinates, especially teachers. Therefore a school principal is often required to be from a teacher or has been a teacher. In the Indonesian context, for example, the recruitment of principals is affirmed in the Minister of National Education regulation No. 13 of 2007 who must meet the minimum academic qualifications of Bachelor's Degree (S-1) and have four competencies (personality, managerial, entrepreneurship, and supervision) and already have an educator certificate. The latter is obtained by the teacher through the competency test conducted by the government.

Recruitment of school principals is carried out by giving priority to teachers who are considered to have good academic and non-academic achievements. The basic assumption for appointing the principal is to be implemented selectively so that a leader who is able to bring changes and improvements in the process and results of education can be obtained. The above description implicitly shows that there are at least 4 (four) requirements that accompany the recruitment of principals, namely: minimum educational background of bachelor, passing teacher competency test and having an education certificate, having achievement (academic or non-academic), and being able to produce learning achievement students are classified as good. These four aspects are the indicators underlying the promotion of school principal recruitment.

2.2.4 Learning Quality

Quality learning processes and outcomes can be achieved if supported by qualified, competent, and professional teachers. The experience of many schools shows that qualified, competent, and professional teachers have only been produced by the principal's leadership style in managing their educational institutions. Principals with a passive leadership style, lacking vision and goals, stuck in routine work, monotonous, less concerned about subordinate careers, less motivating, and so on, will certainly affect the performance of subordinates who are low and not oriented towards achievement. Conversely, a leadership style that is more visionary, progress-oriented, caring and motivates subordinates, rewards achievements, and so on, tends to encourage subordinates to work better to support the achievement of shared goals.

That statement is not excessive. Chanthea (2013) found that the principal's leadership style increases the knowledge and mastery of the discipline of teacher studies. Emmanouil, Osia MA, Paraskevi-loanna (2014) suggested an influence between leadership and teacher effectiveness. Rini, Nurhaeni, and Indrawati (2019) show that there is a positive relationship between leadership and

teacher work performance and motivation. Listyasari (2013), Kurniawati (2016), and Siteni (2016) showed a positive influence between the principal's leadership and the teacher's performance. The explicit leadership of the school head affects the quality of learning in the school.

2.2.5 Learning outcomes

Principal's leadership is also thought to be a determinant of the conduciveness of student learning processes and outcomes. Competent and professional headmaster's leadership will produce systematic and directed education management which will ultimately achieve good results in all aspects, especially student learning outcomes. Various studies reinforce the statement that there is a significant influence between the principal's leadership on the achievement of educational outcomes in schools. Ishaq et al. (2016) found a positive influence between the principal's leadership role on teacher performance, then affecting student learning outcomes. Mutiara et al. (2017) suggested that school principals have a role in improving the quality of education. In line with this, Fadhli (2016) and Mbeu and Anwar (2011) concluded that school principals are one of the key and important factors in creating effective schools.

In a globalized life characterized by a situation of intense competition between nations in the struggle for limited resources, the role of education is getting heavier. Only a nation that has high quality and competitive human resources can utilize it to improve the welfare of life. Implicit implementation of education in schools is also demanded to be able to develop competent, creative, critical thinking, collaborative, communication, and problems solving student outputs (Agung, 2017; Pearlman, 2006; ISTE, 2008). The implicit role of school principals in managing their educational institutions is even more severe, especially in directing and moving their teachers to achieve student output that is aligned with the needs of globalization.

2.2.6 Framework

Diagram 1 shows the framework of the relationship of influence between variables used in this study.

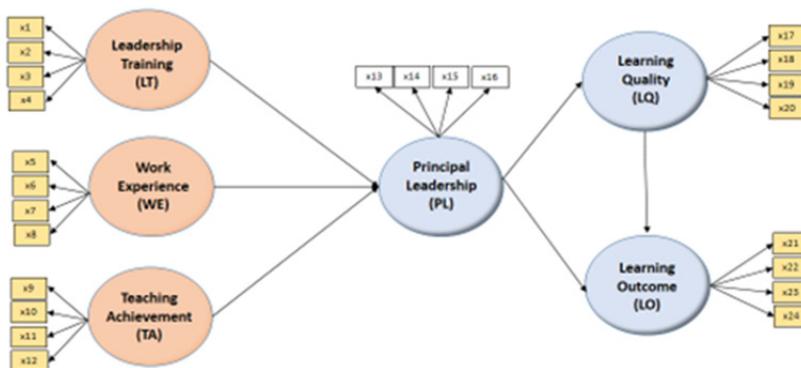


Diagram 1. Factors Influencing the Principal' Leadership and Its Impact om Learning Quality and Learning Outcome

3. Methodology

3.1 Sampel Study

This study is part of the results of research that seeks to analyze teacher perceptions of the factors

affecting the leadership of principals and their impact on the quality of learning and learning outcomes. The research locations were carried out in three provinces in the Republic of Indonesia, namely DKI Jakarta, West Java, and Banten. From this study selected state high school level schools through random purposive techniques. The selected schools are categorized well with the recruitment of principals conducted through strict selection, due to the desire to maintain the quality of educational outcomes. From each province, 2 (two) state high schools were obtained.

3.2 Sample Respondent

The research respondents were permanent teachers in the sample schools obtained through random sampling techniques. From each school 20 teachers were taken, so that the overall study respondents numbered 120 people.

3.3 Collecting data and information technique

Data was collected through questionnaires, interviews, and focus group discussions (FGD). The research questionnaire was distributed to a sample of teachers and interviews were conducted with the Principal in the sample school and the Supervisor in the Provincial Education Office. Especially the questionnaire, before the trial was conducted to determine the level of validity and reliability using product moment test from Pearson and Cronbach Alpha with the help of the SPSS 24.0 version program. The minimum validity criteria for the validity test is ≥ 0.361 , and the reliability test is ≥ 0.6 (Soegiyono, 2010). From the results of the tests obtained, that most items of statements or questions in the study proved to be valid and reliable, so that they met the requirements to be applied.

In addition to this, FGD were conducted with participants from the elements of teachers, Principals, Supervisors, and Education Office Officials.

3.4 Analysis Techniques

The analysis used structural equation modelling (SEM) using the Lisrel 8.70 program. SEM can be used because the number of samples meets the minimum requirement of 100 respondents (Kusnendi, 2009; Haryono and Wardoyo, 2013).

4. Finding

4.1 Respondent Characteristic

From the fieldwork, 120 teacher respondents were filled out and returned the questionnaires and deserved further processing and analysis. Of that total 77 people (64.17%) were women and 43 people (35.83%) were men. The respondent's work experience as a teacher varies from a low of 8 (eight) years to a high of 30 years. 95.83% of respondents said they had run a competency test and had an educator certificate, another 4.17% were waiting for the opportunity to carry out the competency test.

All teachers are state civil servants (ASN) and receive monthly salaries from the government plus teacher certification allowances and provincial government incentives. The level of income received by the teacher depends on the grade as (ASN), but from respondents' answers ranging from Rp. 12 million - Rp. 20 million (\$ 1 USD = Rp. 14,000). Some teacher respondents were appointed as vice principals to handle curriculum, or student, or infrastructure matters, so they also received honorarium from schools, while teachers (almost all) had other duties as homeroom teachers who did not receive fees from schools. In terms of income, the government usually provides religious holiday allowances once a year and other incentives of one month salary / year (called: salary 13). From the income side, the status of the teacher is in the category of a prosperous state civil servant compared to most teachers who work in private schools.

4.2 Test the validity and reliability with CFA (Confirmatory Factor Analysis)

Validity test is related to measuring variables so that they are said to be valid or not. Validity test is done by comparing the loading factor value with a minimum limit of 0.5. If the loading factor value is greater than 0.5 then the indicator is valid. Reliability test shows the extent to which a measuring instrument that can provide relatively the same results if carried out measurements again on the same object. The reliability value is measured by Construct Reliability (CR) and Variance Extract (VE). It is said to be reliable if the value of CR > 0.70 and VE > 0.50. Following is a table for testing the validity and reliability of the questionnaire.

Table 1. Test Validity and Reliability

Variable	Indicators	SLF	CR	VE	Conclusion
Leadership Training (LT)	x1	0.90	0.931	0.771	Valid & Reliable
	x2	0.88			
	x3	0.81			
	X4	0.91			
Work Experience (WE)	x5	0.79	0.900	0.692	Valid & Reliable
	x6	0.79			
	x7	0.89			
	x8	0.85			
Teaching Achievement (TA)	x9	0.89	0.911	0.722	Valid & Reliable
	x10	0.92			
	x11	0.67			
	x12	0.89			
Principal Leadership (PL)	x13	0.78	0.844	0.577	Valid & Reliable
	x14	0.75			
	x15	0.63			
	x16	0.86			
Learning Quality (LQ)	x17	0.75	0.901	0.695	Valid & Reliable
	x18	0.83			
	x19	0.85			
	x20	0.90			
Learning Outcome (LO)	x21	0.83	0.880	0.650	Valid & Reliable
	x22	0.95			
	x23	0.67			
	x24	0.75			

Source: Study factors influencing the principal's leadership and its impact on learning quality and learning outcome, 2019.

The validity test results show that all indicators have a loading factor (SLF) value > 0.50. In the Leadership Training (LT), Work Experience (WE), Teaching Achievement (TA), Principal Leadership (PL), Learning Quality (LQ), and Learning Outcome (LO) variables, the results of the overall validity test show that all indicators have a loading factor value (SLF) > 0.50. The reliability test results showed a CR value greater than 0.70 and a VE value greater than 0.50. All indicators x1 - x24 represent valid and reliable criteria.

4.3 Model Match Test

Structural model analysis in SEM begins with testing the suitability of the overall model seen based on the Goodness-of-Fit Index (GFI) statistical indicators of the LISREL output (Hair et al, 2006).

Overall summary of the critical values of the model fit test can be seen in the summary of Table 2.

Table 2. Model Match Test

Goodness-of-Fit	Cutt-off-Value	Results	Conclusion
RMR(Root Mean Square Residual)	$\leq 0,05$ atau $\leq 0,1$	0.0110	Good Fit
RMSEA(Root Mean square Error of Approximation)	$\leq 0,08$	0.0194	Good Fit
GFI(Goodness of Fit)	$\geq 0,90$	0.97	Good Fit
AGFI(Adjusted Goodness of Fit Index)	$\geq 0,90$	0.96	Good Fit
CFI (Comparative Fit Index)	$\geq 0,90$	0.99	Good Fit
Normed Fit Index (NFI)	$\geq 0,90$	0.97	Good Fit
Non-Normed Fit Index (NNFI)	$\geq 0,90$	0.98	Good Fit
Incremental Fit Index (IFI)	$\geq 0,90$	0.99	Good Fit
Relative Fit Index (RFI)	$\geq 0,90$	0.96	Good Fit

Source: Study factors influencing the principal's leadership and its impact on learning quality and learning outcome, 2019.

Table 2 shows all indicators showing that the SEM model is Fit or good. Data from the questionnaire was able to answer the theory that was built.

4.4 Structural Equation Results (SEM)

Data analysis techniques in this study used Structural Equation Modeling (SEM) which was operated using the LISREL program version 8.7. The advantage of SEM application is its ability to confirm the dimensions of a concept or factor that is very commonly used in management as well as its ability to measure the influence of relationships that theoretically exist (Ferdinand, 2002). The structural model and loading factor values of the processed data are shown in diagrams 2 and 3.

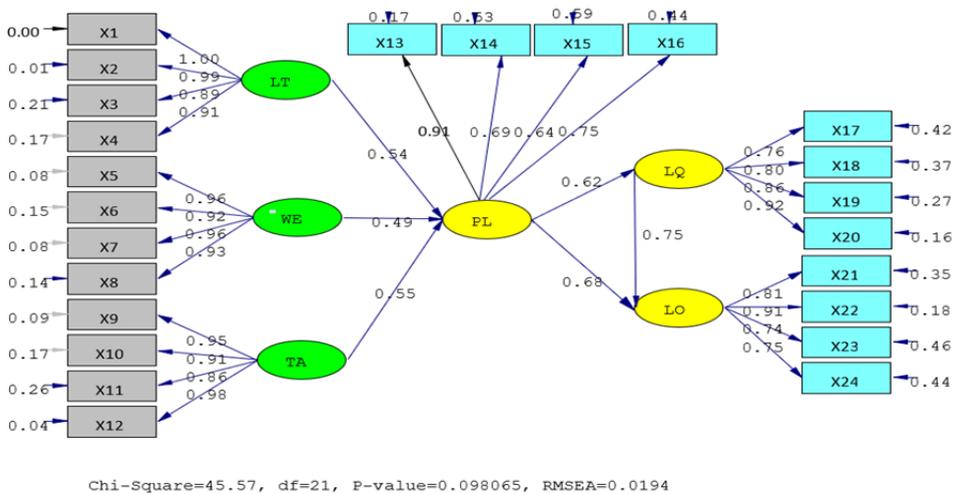


Diagram 2. Standardized Loading Factor

Source: Study factors influencing the principal's leadership and its impact on learning quality and learning outcome, 2019.

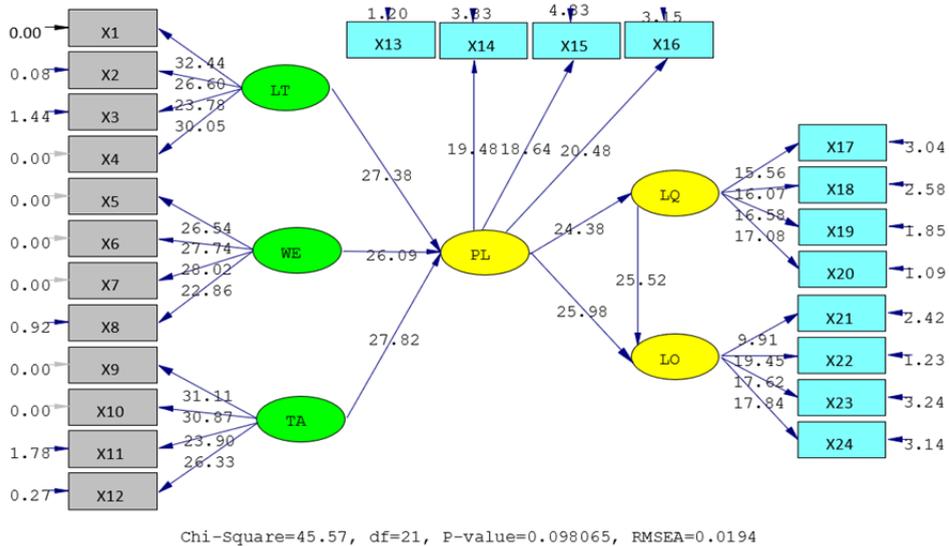


Diagram 3. T-Value

Source: Study factors influencing the principal's leadership and its impact on learning quality and learning outcome, 2019.

4.5 Hypothesis Test Results

Hypothesis testing in this study was done by looking at the critical value (CR) at a 95% confidence level or 5% error, then the CR value received was > 1.96 (Hair, et.al, 2006). The table 4 explains that the nine hypotheses proposed are acceptable because they obtain a t-value > 1.96, while four rejected hypotheses have a t-value < 1.96.

Table 3. Hypothesis Test Results

Hypothesis	Loading	T-Value	Conclusion
LT → PL	0.54	27.38	Hypothesis Accepted
WE → PL	0.49	26.09	Hypothesis Accepted
TA → PL	0.55	27.83	Hypothesis Accepted
PL → LQ	0.62	24.38	Hypothesis Accepted
PL → LO	0.68	25.98	Hypothesis Accepted
LQ → LO	0.75	25.52	Hypothesis Accepted

Source: Study factors influencing the principal's leadership and its impact on learning quality and learning outcome, 2019.

The results above show that the hypothesis proposed in the study concluded accepted. From the existing hypothesis, the Teaching Achievement (TA) variable has the highest value in giving a positive influence on the Principal Leadership (PL) variable compared to the Leadership Training (LT) and Work Experience (WE) variables. Furthermore PL variables have a higher positive effect on Learning Outcome (LO) than Learning Quality (LQ). But the Learning Quality (LQ) variable has a relatively large positive effect on the Learning Outcome (LO) variable. If seen from the results in table 3, the greatest positive influence is the influence of the Learning Quality (LQ) variable on the Learning

Outcome (LO) variable.

4.6 Testing indicators in variables

Based on the results of structural tests it is known the amount of contribution from the indicator values for each variable studied, as in table 4.

Table 4. Test results of relationships between indicators of exogenous latent variables and endogenous latent variables

Variables	Indicators	Loading value	Construct Coefficient	Contribution
Leadership Training (LT)	x1 = Accomodation	0.00	1.00	0.0000
	x2 = Instructure	0.01	0.99	0.0099
	x3 = Module	0.21	0.89	0.1869
	x4 = Field practice	0.17	0.91	0.1547
Work Experience (WE)	x5 = Non-teacher workers	0.08	0.96	0.0768
	x6 = Professional organization	0.15	0.92	0.1380
	x7 = Social organization	0.08	0.96	0.0768
	x8 = Teaching experience	0.14	0.93	0.1302
Teaching Achievement (TA)	x9 = Increased formal education	0.09	0.95	0.0855
	x10 = Continuing professional development	0.17	0.91	0.1547
	x11 = Academic achievement	0.26	0.86	0.2236
	x12 = Non-academic achievement	0.04	0.98	0.0392
Principal Leadership (PL)	x13 = The principal's vision	0.17	0.91	0.1547
	x14 = Openness	0.53	0.69	0.3657
	x15 = Dare to risk change	0.69	0.64	0.4416
	x16 = Building social relationships	0.44	0.75	0.3300
Learning Quality (LQ)	x17 = Material enrichment	0.42	0.76	0.3192
	x18 = Collaborative	0.37	0.80	0.2960
	x19 = factual problem solving	0.27	0.86	0.2322
	x20 = Learning tasks	0.16	0.92	0.1472
Learning Outcome (LO)	X21 = Mastery of knowledge and skills	0.35	0.81	0.2835
	x22 = Builds character and personality	0.18	0.91	0.1638
	x23 = Continuity of education	0.46	0.74	0.3404
	x24 = Acceptance at favorite school	0.44	0.75	0.3300

Source: Study factors influencing the principal's leadership and its impact on learning quality and learning outcome, 2019.

5. Discussion

Hypothesis testing results show that exogenous latent variables positively influence endogenous latent variables. Training Leadership (LT) variables had a positive effect on Principals Leadership (PL) variables of 0.54. The training module completeness indicator (x3) contributed the highest value to the Leadership Training (LT) variable of 0.1869, followed by the field practice indicator (x4) of 0.1547, and the instructor (x2) of 0.0099. The accommodation indicator (x1) has a contribution value of 0.000, as it can generally be assumed that respondents are already provided by the training organizers. These results indicate that in leadership training, principals need to be given theory based on modules and fieldwork. These two indicators are very important in building knowledge and leadership skills after becoming a Principal who will be used as the basis for managing his or her educational institution. Sa'ud (2011) shows the impact of education and training on the performance of principals. Similar findings by Anggraeni (2019) found that training programs can improve the

knowledge, performance, and index of school principals.

The Work Experience (WE) variable had a positive effect on Principals Leadership (PL) with a coefficient value of 0.49. In these WE variables, indicators of participation in professional organizations (x6) accounted for the highest value of 0.1380, followed by experience of teachers (x8) 0.1302, non-teachers (x5) and social workers (x7) 0.0768. From the contribution of indicators in these WE variables, it appears that experience in professional and teaching organizations has important implications for developing principals' leadership. Participation in professional organizations provides knowledge and skills in managing schools, while teacher experience provides a basis for understanding teaching work. The rules require a prospective principal to have at least six years' experience (Minister of Education and Culture Regulation No. 16/2018) with the aim of establishing a role as motivator, facilitator, mentor, assistant, and supervisor. Hartini (2012) identified work experience as one of the factors affecting school performance. Satriadi (2016) also found the positive influence of principals on teacher performance, especially in establishing a supportive role for learning.

The Teaching Achievement (TA) variable had a positive effect on the Principals Leadership (PL) with a coefficient value of 0.55. The most important indicators of TA variables were teacher academic achievement (x10) 0.2236, followed by continuous professional development / CPD (x11) 0.1547, formal education improvement (x9) 0.0855, and non-academic achievement (x12) of 0.0392. There is no provision that explicitly mentions the requirements for teacher achievement in the appointment of a principal. The rule stipulates that a prospective principal must have a "Good" job performance assessment for the last 2 (two) years (Minister of Education and Culture Regulation No. 06/2018). The results of these assessments are often made by competent officials who are subjective and more focused on fulfilling routine tasks, discipline, and administrative equipment. However, the interview found that academic achievement (e.g., winning a science writing competition, as a national training instructor, etc.) and ongoing professional development efforts (for example: enhancing knowledge and skills and teaching from a variety of sources, earning credit points for career advancement, were active conducting class action research, student achievement, etc.) as a consideration in the recruitment of a principal. Indicators of improving formal education of teachers are lacking in priority because and already specified in the rule should have at least a background in undergraduate education (National Minister of Education Regulation No. 06/2018). Non-academic performance (for example: being a sports coach that brings students to the competition, active in extracurricular activities, and more) is considered to be a priority in the recruitment of principals.

Leadership Principles (PL) as endogenous latent variables influence the exogenous latent variables of LT, WE, and TA. On the other hand PL becomes an exogenous latent variable that influences latent variables Learning Quality (LQ) and Learning Outcome (LO). Data processing results indicate that PL variables have a positive effect on LQ of 0.62 and LO of 0.68. Among the indicators of PL indicators that contributed the most was the risk of risk for change to improvement (x15) of 0.4416, followed by an openness indicator (x14) of 0.3657, the construction of social relations between school and outside (x16) schools of 0.3300, and the principal's vision (x13) of 0.1547. Teacher respondents perceived that an important element of school management by principals was the courage to take risks for change and to improve the quality of education, despite the failure and threatening of their status. Schools will not improve if school management is more passive, stuck in the routine, poorer creative, and more. Another important element of the principals' leadership is openness, whether it is to respect others' opinions, to involve staff in decision making, and to manage aspects of other schools (including financial management). Principals also need to have the ability to build relationships that are harmonious, friendly, and supportive of each other and other outside of the school (especially parents). The principal's vision lacks priority in leadership, as it is already owned by the school.

LQ is an exogenous latent variable that has a positive effect on LO latency variable of 0.75. The LQ effect coefficient on LO is largest compared to the influence of exogenous latent variables on other endogenous latent variables. The material enrichment indicator (x17) contributed the highest

value of 0.3192 to the LQ variable, followed by the collaborative (x18) of 0.2960, factual problem solving (x19) of 0.2322, and daily tasks (x20) of 0.1472. These results show that enriching the material is an important part of building quality learning, while demonstrating the ongoing professional, creative, and professional development of teachers. These actions will then lead to a collaborative learning approach between students in recognizing and understanding their concepts, theories, and applications in solving factual problems. Homework, summarizing books, practice questions, and so on are more individualistic, time-consuming, less reflective of quality of learning, less improving student understanding of teaching materials, less collaborative, and often less impacting student learning. In the latter context quality learning has a positive impact on student learning. Education continuity indicator (x23) contributed the highest LO to the variable of 0.3404, followed by favorite school (x24) of 0.3300, mastery of knowledge and skills (x21) of 0.2835, and the builds strong character and personality (x22) of 0.1638.

6. Conclusion

This study shows that exogenous latent variables Training Leadership (TL), Work Experience (WA), and Teaching Achievement (TA) have a positive effect on latent variables endogenous Leadership Principals (LP). The acquisition of training leads to an understanding of the concepts and theories of leadership, as well as to the fieldwork that principals can later use for consideration and reference in managing their educational institutions. On the other hand, membership of the organization of principals (in Indonesia called: Principals Working Group) serves as a vehicle for enhancing knowledge and leadership skills, through sharing of experiences between principals and efforts to solve school management issues and barriers. In the context of learning, recruitment of principals from well-respected teachers and constantly developing self-proficiency will bring the ability to appreciate, understand, and provide the help and guidance needed to their teachers.

Furthermore, the Principal Leadership (LP) has a positive effect on Learning Quality (LQ) and Learning Outcome (LO). All of the above is a strong foundation for principals to make the right decision to make changes and to make school progress, as well as openness, efforts to build mutually supportive working relationships, and achieve school vision. The study also found that principals who were able to improve the quality of their learning had a positive impact on the educational continuity of students, admitting to favorite schools, developing knowledge and skills, and building strong student character and personality

It is recommended that the selection and recruitment of principals be necessary to consider LT, WE, and LA variables, in particular the implementation of leadership training and funding assistance to participate in the principal's professional organization. Efforts to develop knowledge and leadership skills need to emphasize the importance of decision-making and risk in school management to make change and progress in the school, increase staff openness and involvement in decision-making, open access to school education, and build collaborative relationships within and outside the school. Courage in decision making needs to be aimed at improving the quality of learning, so it is expected to have a direct impact on student learning outcomes. The failure is an experience that needed to be improved to achieve the goals and the success of the school.

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