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INTERNATIONAL JOURNAL OF ADVANCED RESEARCH (IJAR)

Article DOI:10.21474/IJAR01/12142

DOI URL: <http://dx.doi.org/10.21474/IJAR01/12142>



RESEARCH ARTICLE

THE INFLUENCE OF STRATEGIC LEADERSHIP, ORGANIZATIONAL CULTURE, ORGANIZATIONAL COMMITMENT, AND LEARNING ORGANIZATION TOWARDS THE PERFORMANCE OF COOPERATION EDUCATIONAL UNIT SCHOOLS IN INDONESIA

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Manuscript Info

Manuscript History

Received: 05 October 2020

Final Accepted: 10 November 2020

Published: December 2020

Key words:-

Strategic Leadership, Organizational Culture, Organizational Commitment, Learning Organization, Performance, School

Abstract

The purpose of this research is to determine the influence of strategic leadership, organizational leadership, organizational culture, organizational commitment, and learning organization towards the performance of Cooperation Educational Unit (CEU) in Indonesia. The samples of this research are 101 CEUs of Senior High School level in Indonesia based on probability sampling, with simple random sampling method. Method of hypothesis testing uses Partial Least Square (PLS) to investigate the relationship of the variables by testing the validity, reliability, convergent validity, discriminant validity and use bootstrapping method to calculate the t-statistic. The results show that there is a significant influence of strategic leadership, organizational leadership, organizational culture, organizational commitment, and learning organization towards the performance of Cooperation Educational Unit (CEU) in Indonesia.

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Introduction:-

Education system in Indonesia is dynamic and grow simultaneously to prepare the readiness of future generation to face the rapid changes in the world. The society of Indonesia realizes the importance of the future generation to be able to compete in the working environments with high quality performance, especially in this globalization era. Seeing the urgent needs for a better education which is acknowledged internationally, some schools in Indonesia have implemented international programmes, for examples: International Baccalaureate (IB), Cambridge Programme or any other international programmes. As the growth of the schools that implement international programmes have grown significantly, in 2014, the Indonesian Ministry of Education has published Regulation of the Minister of Education and Culture of the Republic of Indonesia number 31 year 2014 pertaining to Cooperation Administration and Management of Educational between foreign educational institutions and Indonesian educational units, which called as Cooperation Educational Unit (CEU) or "Satuan Pendidikan Kerjasama" in Indonesian language.

Since the publishment of the Minister Regulation number 31 year 2014, the schools that registered to become CEU have increased significantly. In July 2019, the number of CEU schools in Indonesia has reached 512 schools, which consist of 205 Elementary level schools, 185 Junior High Schools level and 122 Senior High Schools level. (Source: <http://dikdasmen.kemdikbud.go.id>). The Minister Regulation number 31 year 2014 mentioned that only the schools with CEU status are allowed to implement international programmes and recruit expatriate as employee. The regulation also manages the accreditation process as the performance of CEU, which will be assessed every five

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years. The accreditation will be based on the eight standards of National education in Indonesia. The standard of the accreditation will be the reflection of the CEU schools' performances.

Empirical study found that several factors influence an organization performance, namely strategic leadership (Mahdi, 2014; Thomas and Cornuel, 2011; Rahman et al, 2018), organizational culture (Saphier and King, 1985; Pinho and Rodrigues, 2014), organizational commitment (Lok and Crawford, 2004; Oberholsteret al, 1999; Beer, 2009) and learning organization (Watkins and Marsick, 2003; Ponnuswamy and Manohar, 2014). These four factors, if they synergize together will form a great strength that create high quality of CEU school performance in Indonesia. Therefore, this study will investigate the relationship of strategic leadership, organizational culture, organizational commitment and learning organization towards CEU schools' performance in Indonesia.

Literature Review:-

Resources Based View (RBV):

According to Resources Based View (RBV) theory, there are two types of organization resources that must be improved in order to improve the organization's performance, such as tangible and intangible resources. (Barney, 1991). Tangible resources are physical things, like building, equipment and capital. Physical resources are easily be bought so they confer little advantage in the long run because rivals can soon acquire the identical assets. Intangible resources are not physical assets but can be owned by the organization, such as: reputation, knowledge, teaching skills and other resources that stay within an organization as main source that can sustain the competitive advantage. (Fahy, 2000).

Strategic Leadership:

According to Bass (1993), strategic leadership is an interaction between two or more members of a group that often involves a structuring or restructuring of the situation and the perceptions and expectations of the members, which can be differentiated into two types of leadership: (1) transactional leadership and (2) transformational leadership. Transactional leadership indicates a relationship between leaders and followers by responding to their own interests, the style of leadership in transactions is highlighted through the exchange between leaders and followers. This exchange depends on the leader who discusses and defines required tasks and duties and specifies the conditions and rewards attained by the followers upon completion of these tasks and duties, transaction leaders identify what to do, and the rewards for satisfactory completion of tasks (Bass and Avolio, 1994). While, according to Burns (1978) transformational leaders are determine as people who inspire their employees or followers to achieve a common vision or goal. He indicates, "This leadership occurs when one or more people interact in a way that makes leaders and followers motivate each other to achieve higher levels of motivation and morals." The style of this leadership depends on the ability of the leader to inspire followers to become more efficient and more ethical (Burns, 1978). Typically, transformational leadership emerges in times of change and distress, a pattern of transformational leadership emerges when leaders are increasingly interested in their staff, creating awareness of duties and missions for teams or groups, and providing incentives to staff to prioritize work over personal interests. This has been achieved through several methods: intellectual staff motivation, creation of innovative and logical solutions to their problems, and emphasizing that difficulties can be turned into problems that can be solved, in addition to the provision of a vision and gaining trust and respect, which allows transformational leaders to meet the emotional needs of their employees (Alrowwad, 2020). Relate to the suitability of both leadership styles, this research will focus on investigating transformational leadership style of CEU schools in Indonesia.

Organizational Culture:

The definition of culture consists of set of values, beliefs, perceptions and ways of thinking and understanding or thinking. That member of the organization has in their common aspects and exactly as a true phenomenon is taught to newly arrived members and represents organization's tacit and significant parts (Daft, 2018). School improvement emerges from the confluence of four elements: the strengthening of teachers' skills, the systematic renovation of curriculum, the improvement of the organization, and the involvement of parents and citizens in responsible school-community partnerships. Underlying all four strands, however, is a school culture that either energizes or undermines them. Essentially, the culture of the school is the foundation for school performances (Saphier and King, 1985). They also mentioned that the school cultures are built through the everyday business of school life. It is the way business is handled that both forms and reflects the culture.

Organizational Commitment:

Organizational commitment is defined as ‘the relative strength of an individual’s identification with and involvement in a particular organization’ (Mowday, Porter, and Steers, 1982). Organisational commitment describes an individual’s attitude towards an organisation that consists of (i) a strong belief in, and acceptance of, the organisation’s goals and values; (ii) a willingness to exert considerable effort on behalf of the organisation; and (iii) a strong desire to maintain membership in the organisation (Mowday et al., 1982).

Learning Organization:

Learning organization is defined as organization where people continually develop their capacity to achieve results they desire, whereby new patterns of thinking are nurtured, collective aspirations are freed and people learn to learn together (Senge, 1990). Learning organization is also defined as a process or capacity within organization which enables it to acquire, access and revise organizational memory thus providing directions for organizational action (Rebelo and Gomes, 2011). Learning organization is described as an organization that learns continuously and transforms itself, learning is a continuous, strategically used process—integrated with and running parallel to work. Learning also enhanced organizational capacity for innovation and growth. The learning organization were drawn as: (1) the key of the learning organization is the organizational learning process; (2) the bases of the successful learning organization are collective thinking, togetherness of people, and human competency; and (3) a learning organization is the systematic environment in which continuous learning could take place by way of connections with organizational components. (Watkins and Marsick, 1997).

CEU School Performance:

Cooperation Educational Unit (CEU) schools’ performance was reflected from the assessment of accreditation by National Accreditation Board of Indonesian government. According to Regulation of Minister Education number 31 year 2014 article 5 part (d), CEU schools must comply with the accreditation of National Accreditation Board. Refer to regulation of Minister Education number 59 year 2012 article 1 part 2, the National Accreditation Board is an independent evaluating organization that will assess the school performance and the assessment will be always based on Indonesian national education standards. (Source: <https://bansm.kemdikbud.go.id>).

Relationship of Strategic Leadership and Learning Organization:

According to Senge (1990), one of the important skills that a leader must obtain is to run a learning organization. In delivering the processes of learning, a strategic leader will sustainably give the opportunities to the members to learn, to improve the skills in achieving the organizations’ vision. In previous research, Imran et al (2016) and Rijal (2016) found that strategic leadership has a significant influence towards learning organization. Zhang and Wong (2017) has also found the same result in their research in educational fields. Based on a review of the theory, hypothesis formulated in this research:

H1:

strategic leadership has a significant effect on learning organization

Relationship of Organizational Culture and Learning Organization:

Organizational culture is a set of values and assumptions which are owned and applied by all members of the organizations. The values in each organization are significantly contributed to the implementation of the implementation of learning organization (Deshpande and Webster, 1989; Cameron dan Quinn, 2011; Miron et al., 2004). The values will impact to the behavior of the members, which can be the obstacles or contrastly, can foster the implementation of the learning organization (Davenport and Prusak, 1998; De Long and Fahey, 2000). Ponnuswamy and Manohar (2014) found that organizational culture has a significant influence towards learning organization. It is also supported by the previous study by several other researchers. (Pool, 2000; Chang and Lee, 2007; Lopez and Ordas, 2004; Lucas and Kline, 2008). Based on a review of the theory, hypothesis formulated in this research:

H2:

organizational culture has a significant effect on learning organization

Relationship of Organizational Commitment and Learning Organization:

The relationship of organizational commitment and learning organization has been found in several previous researches. In Kofman and Senge (1993), Atak and Ertugut (2010), Salarian (2015) and Hanasya (2016), the result

of the research showed that there is a significant influence between organizational commitment towards learning organizational. In the educational field, Wharton et al (2004) and Imran et al (2017) had also found that there is a significant influence between organizational commitment towards learning organizational. Based on a review of the theory, hypothesis formulated in this research:

H3:

organizational commitment has a significant effect on learning organization

Relationship of Strategic Leadership and Performance of CEU Schools in Indonesia:

Previous researches have found that Principals as strategic leader has a direct impact towards school performance namely in achieving schools' goals, planning school programme and creating school system, which will give positive impacts class instructions, school policy and procedures. Those will improve the school performance. (Leithwood et al, 2003; Bush et al, 2018). This result is aline with the result of Blaset al research about the relationship of strategic leadership towards school's performance. However, there is none research have been found relate to the performance of CEU schools in Indonesia. Based on a review of the theory, hypothesis formulated in this research:

H4:

strategic leadership has a significant effect on performance of CEU schools in Indonesia

Relationship of Organizational Culture and Performance of CEU Schools in Indonesia:

Organizational culture is determined as one of the important factors in implementing and the sustaining of learning organization. It is found in previous researches that there is significant influence between organizational culture and organizational performance (Denison, 1996; Rashid, 2003; Holmes and Marsden, 1996; Gomez, 2012; Pinho and Rodrigues, 2014). However, as a new school system in Indonesia with mix nationalities teachers in one school, the school culture in CEU will be assimilated from teachers from different countries. This condition might bring slight different result in this research. Based on a review of the theory, hypothesis formulated in this research:

H5:

Organizational culture has a significant effect on performance of CEU schools in Indonesia

Relationship of Organizational Commitment and Performance of CEU Schools in Indonesia:

Pinho and Rodrigues (2014) has stated in their research that organizational culture is significantly influence towards organization performance, however they found that organizational commitment is not significantly influence towards the organization performance. This result is different from the research of Wharton, 2004 and Imran, 2017, which stated that organizational commitment has significant influence towards school performance. Based on a review of the theory, hypothesis formulated in this research:

H6:

Organizational commitment has a significant effect on performance of CEU schools in Indonesia

Relationship of Learning Organization and Performance of CEU Schools in Indonesia:

The relationship between learning organization and organization performance has been studies in many fields. According to Rose et al (2007), learning organization has significant influence towards organization performance. This result is also supported by Watkins and Dirani (2013). However, Uniati (2014) and Song (2018) stated in their research of educational fields, found that learning organization has no significant influence towards organization performance. Based on a review of the theory, hypothesis formulated in this research:

H7:

Learning organization has a significant effect on performance of CEU schools in Indonesia

ResearchMethods:-

Population and Sample:

The population used in this study was the Cooperation Educational Unit in level Senior High School in Indonesia. The total sample is calculated using the Slovin formula.

Calculation of the research sample: $122 / (1 + 122 (0.05)(0.05)) = 93.48 = 93$ schools. So, the total sample used in this study minimum 93 schools.

The method of sampling is simple random sampling which the sample will be chose randomly from the population. The respondents of this study were the leaders of the CEU schools that have been authorized as CEU status by Minister of Education, Indonesia. The leaders were the Principal or Deputy of Principal of the schools.

Statistic Method:-

The data analysis technique used in this study uses PLS (Partial Least Square). The PLS technique is used because the technique is a set of statistical method that allow testing of relatively small numbers of small with complex set of relationships simultaneously.

Findings:

Validity and Reliability Tests:

Validity test is used to determine whether the questionnaire used in this study is representative. It is shown by the value of the loading factor of each variable that must be above 0.5. Reliability test is used to show the consistency of the indicators of variables and the acceptable level of the reliability values are above 0.7. Based on table 1, the factor loading of each variable is above 0.5 and the reliability construct values are above 0.7 for all variables. Variance extracted shows that the value is above 0.5 so it can be concluded that the data passed the extracted variance test.

Table 1:- Construct Reliability Test.

Variable	Indicator	Factor Loading	Construct Reliability	Average Variance Extracted (AVE)
Strategic leadership (X1)	X1.1	0.785	0.883	0.654
	X1.2	0.908		
	X1.3	0.804		
	X1.4	0.729		
Organizational culture (X2)	X2.1	0.853	0.897	0.686
	X2.2	0.816		
	X2.3	0.870		
	X2.4	0.768		
Organizational Commitment (X3)	X3.1	0.853	0.944	0.655
	X3.2	0.831		
	X3.3	0.800		
	X3.4	0.879		
	X3.5	0.828		
	X3.6	0.639		
	X3.7	0.882		
	X3.8	0.739		
	X3.9	0.802		
Learning Organization (Y1)	Y1.1	0.800	0.925	0.674
	Y1.2	0.866		
	Y1.3	0.822		
	Y1.4	0.802		
	Y1.5	0.760		
	Y1.6	0.869		
CEU schools' performance	Y2.1	0.793	0.891	0.544
	Y2.2	0.826		
	Y2.3	0.758		
	Y2.4	0.613		
	Y2.5	0.557		
	Y2.6	0.718		
	Y2.7	0.850		

Discriminant Validity Test:

Discriminant validity is the extend to which the construct is truly distinct from other constructs by empirical standards, (Hair et al, 2013). One method for assessing discriminant validity is by examining the cross loadings of the indicators. The indicator's outer loading on the associated construct should be greater than all of its loadings on other constructs. From table 2, it can be seen that all indicator's outer loading on the associated construct of each variable are greater than all of its loadings on the other constructs.

Table 2:- Discriminant Validity Test.

Variable	Indicator	Cross Loading				
		X1	X2	X3	Y1	Y2
Strategic leadership (X1)	X1.1	0.785	-0.070	-0.082	-0.013	0.127
	X1.2	0.908	-0.013	0.065	0.102	0.191
	X1.3	0.804	-0.102	-0.106	-0.020	0.098
	X1.4	0.729	-0.073	-0.077	0.069	0.064
Organizational culture (X2)	X2.1	0.432	0.853	0.850	0.679	0.730
	X2.2	0.612	0.817	0.786	0.631	0.552
	X2.3	0.593	0.870	0.083	0.835	0.681
	X2.4	0.415	0.768	0.231	0.683	0.597
Organizational Commitment (X3)	X3.1	0.414	0.035	0.854	0.686	0.744
	X3.2	0.735	0.774	0.801	0.772	0.759
	X3.3	0.375	0.816	0.831	0.775	0.542
	X3.4	0.463	0.767	0.800	0.742	0.572
	X3.5	0.626	0.874	0.879	0.712	0.744
	X3.6	0.643	0.235	0.828	0.760	0.782
	X3.7	0.315	0.549	0.639	0.491	0.276
	X3.8	0.435	0.026	0.882	0.764	0.554
	X3.9	0.392	0.732	0.739	0.702	0.706
Learning Organization (Y1)	Y1.1	0.703	0.742	0.791	0.801	0.006
	Y1.2	0.618	0.785	0.786	0.871	0.796
	Y1.3	0.508	0.580	0.595	0.827	0.616
	Y1.4	0.425	0.769	0.749	0.796	0.560
	Y1.5	0.424	0.745	0.750	0.758	0.539
	Y1.6	0.626	0.739	0.840	0.868	0.723
CEU schools' performance	Y2.1	0.555	0.649	0.739	0.740	0.794
	Y2.2	0.797	0.801	0.624	0.658	0.831
	Y2.3	0.003	0.777	0.638	0.641	0.771
	Y2.4	0.569	0.471	0.568	0.519	0.619
	Y2.5	0.489	0.457	0.436	0.422	0.552
	Y2.6	0.640	0.646	0.690	0.667	0.701
	Y2.7	0.657	0.766	0.826	0.684	0.856

Goodness of Fit Model:

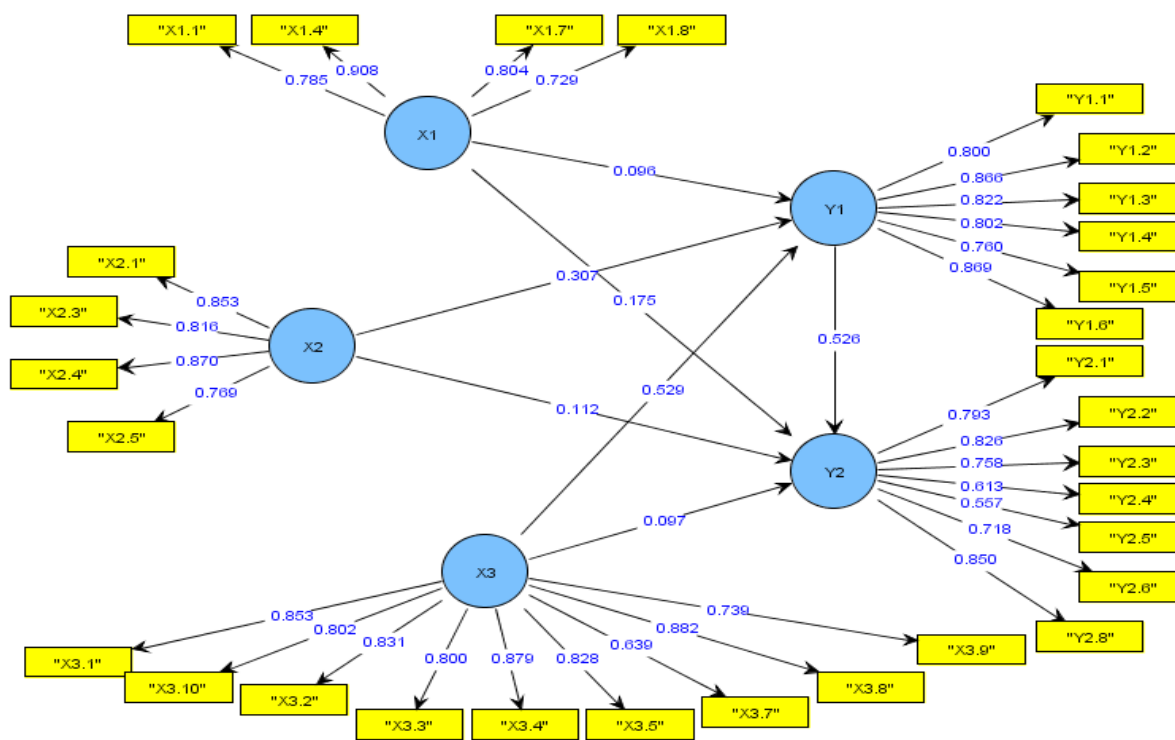
The theoretical framework of this study is said to be fit if the R-square values are above 0. From table 3, it can be seen that the R-square of the framework is above zero and it pass the testing. The result of testing goodness of fit, is aim to to find out whether the hypothesis model is supported by empirical data as given in table 4. From the data in table 4, with bootstrapping 500, all of the t statistic is higher than the t-table (1.96), so all hypothesis are significant.

Table 3:- Goodness of Fit Test.

Variables	R-Square
Influence of strategic leadership, organizational culture and organizational culture → learning organization	0.634
Influence of strategic leadership, organizational culture and organizational culture → CEU schools' performance	0.522

Structural Equation Model:

The structural Equation Model for this research is presented as below:

**Hypotheses Testing:**

Hypotheses testing for this research is present as follows:

Table 4:-

Influences between variables	Original Coef.	(Bootstrap, B=100)		(Bootstrap, B=300)		(Bootstrap, B=500)		Explanation
		Coef.	T - test	Coef.	T- test	Coef.	T-test	
X1 → Y1	0,096	0,094	1,363	0,095	2,122	0,094	2,858	Significant
X2 → Y1	0,307	0,293	2,757	0,310	4,221	0,306	6,632	Significant
X3 → Y1	0,529	0,547	5,215	0,526	8,524	0,531	13,447	Significant
X1 → Y2	0,175	0,193	2,610	0,178	3,904	0,176	6,176	Significant
X2 → Y2	0,112	0,093	0,906	0,105	1,642	0,113	1,991	Significant
X3 → Y2	0,097	0,111	1,021	0,103	1,733	0,103	2,206	Significant
Y1 → Y2	0,526	0,532	4,841	0,526	9,565	0,527	11,962	Significant

Discussion:-

The result of the study shows that the strategic leadership, organizational culture and organizational commitment have significant influence towards learning organizational and also CEU schools' performance.

As a new system in Indonesia, CEU schools face difficulties to prepare the teachers and staff to meet the expectation from government and society. With this heavy responsibility, it is very important that CEU has a strategic leadership team that can upgrade the skills of the teachers and improve the school performances. The leadership team will need to be able to face challenges as Indonesian new education systems and provide the good quality of international programmes. The strategic leadership plan will need to focus on improving the quality of the teachers, which will also improve the organization performances.

Beside the strategic leadership, the school culture holds also an important role to determine the quality of school performances. As in CEU, the school is allowed to hire expatriate teachers to teach in the school based on the teachers' education background, there will be diverse culture that will be assimilated in one working environment. As one of the important resources, organizational commitment has been an important issue to achieve the good quality of school performance.

As CEU is a new status of educational system in Indonesia, the schools need to have strong commitment to produce good quality of education as managed in the Minister Education number 31 year 2014. However, with the new arrangement, the commitment of the teachers are being questioned in the process of this change. Organizational commitment is the reflection of the employee's attitude towards the organization's vision and mission. The result of the study shows that the strategic leadership, organizational culture and organizational commitment have significant influence towards learning organization.

CEU is a new system in Indonesia that will shake schools as organization to be a learner. The CEU schools need to create new internal system that provide opportunities for teachers to upgrade their knowledge and skills, not just to comprehend the international programme content that they need to teach, but also to meet the high standard from government that will reflect in the accreditation system as the school performance. The schools need to become a learning organization, which an organization that need to be always learning to be able to compete and survive. The schools need to provide a collaborative learning system within the school. Learning organization is the strength of the school that will be used as an intangible resource in this research.

This study indicates that the synergy of these four factors: strategic leadership, organizational culture, organizational commitment and learning organization, there is no doubt the performance of CEU will increase.

Conclusion and Recommendation:-

This study shows that in order to improve the schools' performance, CEU schools need to be a learning organization, keep on learning to achieve the schools' goals. In order to sustain the implementation of learning organization, the schools' leaders need to create a culture that will improve the teachers' commitment to aim the same goals. Leaders can provide professional development, create activities or trainings that help with the teachers to improve their teaching skills. It is important that teachers always update their knowledge and skills. Also, it is important, the leaders become the example of learners. Teachers can be formed in small groups so they feel more comfortable to share ideas and easier for them to communicate to help one another. Overall, this study has highlighted the importance of CEU schools in Indonesia to be learning organization that need a strong strategic leadership team, organizational culture and commitment of the whole team to achieve the same goals to improve the performance.

As CEU schools in Indonesia is still new, it needs future researches to investigate the schools' performances in the future. The samples of the schools can be more, as the number of the schools are growing rapidly. The future research can also be more focus on the implementation of specific international programmes of CEU schools.

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