

# Analysis of the Role of Futuristic Leadership Style and Teacher Competency on School Quality Performance through the Implementation of School-Based Management at SMPN in Jember Regency

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## ABSTRACT

**Objective:** The aim of this research is to examine the effect of futuristic leadership style and teacher competency on the quality school quality performance of State Middle Schools in Jember Regency, both directly and indirectly through the implementation of school-based management. **Methods:** This research uses quantitative research methods with descriptive problem formulation. This research was conducted in Jember Regency and at the time of this research the location of the Jember Regency Education Office was Jl. Dr. Subandi No. 29 Jember by taking data from 94 State Middle Schools in Jember district. The population of this study were all principals of state junior high schools in Jember Regency and the sampling method used the Saturated Sampling technique. The data analysis technique used is Partial Least Square (PLS) which is processed with WarpPLS software. **Results:** The research results show that futuristic leadership style and teacher competency has significant effect on the implementation of school-based management. Futuristic leadership style and teacher competency has significant effect on school quality school quality performance. The implementation of school-based management has significant effect on school quality school quality performance. The futuristic leadership style has significant effect on school quality school quality performance through the implementation of school-based management, while teacher competency has insignificant effect on school quality school quality performance through the implementation of school-based management. **Novelty:** This research offers novelty in aspects of the research model related to the antecedents of school quality school quality performance which involves a futuristic leadership style and teacher competency mediated by the implementation of school-based management.

## INTRODUCTION

Improving the quality of education is a development target in the national education sector and is an integral part of efforts to improve the quality of Indonesian people as a whole. In Law No. 20 of 2003 concerning the National Education System article 3, it is stated that improving the quality of human resources is an urgent need that needs to be prioritized by the government in facing the era of globalization where the development of technology and information is so rapid [1]. It must be acknowledged that the main problem of education in Indonesia is management performance. This management performance is seen as one of the factors that has the potential to influence the world of education which includes various educational resources related to the quality of the output produced.

The reform era has brought fundamental changes in various areas of life, including education. One of the fundamental changes currently underway is state management, namely from centralized management to regional-based management. With a paradigm shift from top-down to bottom-up or decentralization in the form of school

empowerment, which believes that to improve the quality of education wherever possible decisions must be made by those on the front line, who are responsible for implementing education policies, namely school principals and teachers. According to [2] school quality performance is very important and needed in a school or organization in both the public and non-public sectors in an effort to achieve educational goals. Education quality performance is the degree of excellence in managing education effectively and efficiently to produce academic and extracurricular excellence in students who are declared to have passed one level of education or completed a certain learning program. [3] states that in Permendikbud 28 of 2016 it is stated that quality assurance is a systematic, integrated and sustainable mechanism to ensure that the entire process of providing education is in accordance with quality standards.

The quality of educational services is the improvement and development of educational institutions that influence the quality of educational services through productive human resources. Improving the quality of educational services is influenced by the leadership style and environmental conditions of educational institutions. [4] said that in terms of innovative leadership, opportunities are created, forming targets for change, open and persuasive interactions and building a wide network of work partners. [5] also said that transformational leadership is effective in inspiring teachers to innovate, instructional leadership provides clear direction for academic achievement, and collaborative leadership strengthens cooperation and collective performance. Each of these styles can be adapted to improve the quality of education in various contexts. Meanwhile [6] said that transactional leadership styles, charismatic and bureaucratic leadership have a negative impact on school performance. Likewise [7] said that the principal's innovative, dictatorial and sound-based initiative style influences school implementation, while the conditional, captivating and regulatory initiative style has a negative impact on school implementation. Based on the analysis findings of this article, leadership style has both positive and negative influences on school performance.

Education requires people to be involved in it and work together optimally, with a high sense of responsibility and loyalty to improve the quality of education. In line with that [8] the quality of learning is dependent on the condition of the professional competence of teaching staff. Likewise [9] said that there is a positive and strong influence of teacher competency on the quality of learning so that teacher competency needs to continue to be developed and strengthened so that it can increase the driving force to motivate school personnel to achieve high productivity, which will have a direct effect on improving the quality of learning. However, [10] found a perception that stated that teacher competence was in the poor category, from factor analysis of the teacher competence variable which consists of 4 dimensions, as well as [11] showed that partially stated that competence did not have a positive and significant influence on performance.

In the current educational context, ideally every corner of the school wants a school where they can gain superior knowledge in all fields, and to make this happen, good management is needed. One of the best steps that is generally implemented is School Based Management (MBS). School-Based Management is said to make a positive

contribution to schools being able to provide higher quality and more adequate education for students. With the implementation of SBM, good opportunities will become more real for school principals, teachers and students to carry out activities and carry out many innovations and improvisations in schools, related to curriculum issues, managerial learning and so on which grow from a series of activities, creativity and professionalism. owned in order to improve the quality of education in schools. [12] Apart from the role of the school principal, teachers also determine the success of implementing School Based Management (SBM). Teachers are a resource element that really determines the success of education in schools, because teachers are human elements who are very closely related to students in daily educational efforts at school. The person responsible for implementing the learning process in the classroom is the teacher. Empowerment of the quality of teachers in schools needs to be carried out continuously and sustainably. This certainly cannot be separated from elements of school-based management. [13] also said that the quality of school-based management and the revitalization of school functions are two things that can be used as a foundation in running an organization to produce increased teacher competency to achieve good performance. Seeing the importance of the teacher's position in the world of education, superior human resources are an absolute must in the learning process. Teachers are human resources who are able to utilize factors to create a process of teaching and learning activities in the classroom. It must be realized that not all teachers have demonstrated mastery of their competencies.

Based on the background description and supported by the results of similar previous research, there is a need for a more in-depth study regarding the analysis of the role of the school principal's futuristic leadership style and teacher competency on school quality performance through the Implementation of School-Based Management. The research object chosen was the Jember Regency Education Office as the research OPD with research objects at 94 State Middle Schools in Jember Regency. The aim of this research is to examine the influence of futuristic leadership style and teacher competency on the quality performance of public junior high schools in Jember Regency, both directly and indirectly through the implementation of school-based management.

## **RESEARCH METHOD**

This research method uses quantitative research methods with descriptive problem formulation. Quantitative research methods can be interpreted as research methods that are based on the philosophy of positivism, while descriptive problem formulation is a problem formulation relating to questions regarding the existence of variables [14]. This research was conducted in Jember Regency and at the time of this research the location of the Jember Regency Education Office was Jl. Dr. Subandi No. 29 Jember by taking data from 94 State Middle Schools in Jember district. The population in this study were all Principals of State Middle Schools in Jember Regency, the sampling method used the Saturated Sampling technique, which is a sampling technique when all members of the population are used as samples [15].

The data analysis technique used is Partial Least Square (PLS). Partial Least Square is a multivariate statistical technique that can handle many response/dependent/dependent variables as well as explanatory variables at once. This analysis is a good alternative to multiple regression analysis methods and principal component regression, because this method is more robust or invulnerable [16]. SEM-PLS testing is carried out with the help of SmartPLS software.

**Table 1.** Identification of measurement research variables.

No	Variables	Indicators
1	Futursitic Leadership Style (X <sub>1</sub> )	<ul style="list-style-type: none"> <li>a. Flexibility</li> <li>b. Strategic vision and ability to predict change</li> <li>c. Ability to adapt to technology</li> <li>d. Innovative and creative thinking</li> <li>e. Collaborative leadership and agility</li> <li>f. Empathy and human resource management [17]</li> </ul>
2	Teacher Competence (X <sub>2</sub> )	<ul style="list-style-type: none"> <li>a. Pedagogical competence</li> <li>b. Professional competence</li> <li>c. Social competence</li> <li>d. Personality competency</li> <li>e. Innovative and creative competence [18]</li> </ul>
3	Implementation of School Based Management (Z)	<ul style="list-style-type: none"> <li>a. Decentralization of decision making</li> <li>b. Stakeholder participation in the planning process</li> <li>c. Involvement of school principals in leadership and management</li> <li>d. Effective and efficient resource management</li> <li>e. Transparency and accountability in school management [19]</li> </ul>
4	School Quality Performance (Y)	<ul style="list-style-type: none"> <li>a. Student Learning Outcomes</li> <li>b. Resource Management and Efficiency</li> <li>c. Student, Parent and Community Satisfaction</li> <li>d. Quality of School Climate</li> <li>e. Application of Technology in Learning [20]</li> </ul>

## RESULTS AND DISCUSSION

### *Result*

#### **Respondent Descriptive Statistics**

The research respondents were Principals of State Middle Schools in Jember Regency taken by census with a total of 94 respondents.

**Table 2.** Respondent demographic descriptive statistics.

	Criteria	Frequency (people)	Percentage (%)
Gender	a. Male	62	66,0
	b. Female	32	34,0
Total		94	100,0

Education Level	a. S1	58	61,7
	b. S2	36	38,3
Total		94	100,0
Age	a. 40 – 50 years old	40	42,6
	a. > 50 years old	54	57,4
	Total	94	100,0
Experience	a. 10 – 20 years	38	40,4
	b. > 20 years	56	59,6
	Total	94	100,0

Source: Data processed

### Structural Equation Modeling (PLS-SEM) Analysis Results

The results of data analysis using WARPLS 7.0 software provide results as illustrated in the following Figure 1.

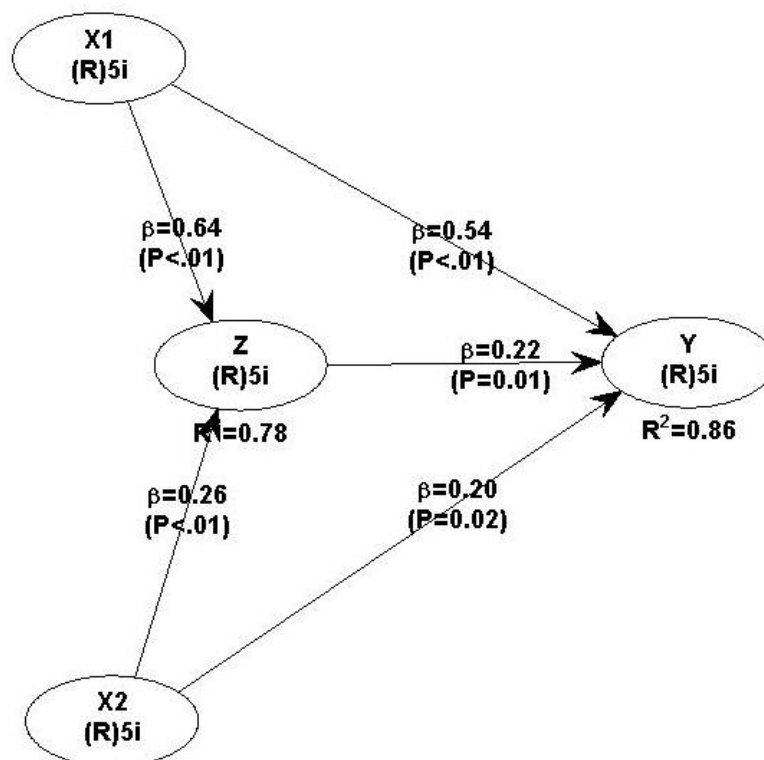


Figure 1. SEM-PLS model test result.

### Direct Effect Test Results

This section describes each path in the model section using path analysis. Each path tested represents the hypothesis in this research. The path coefficient values can be seen in the following Table 3:

**Table 3.** Direct effect test results.

Effect	Estimate	S.E.	P	Result
Futuristic leadership style → Implementation of School-Based Management	0,643	0,086	<0,001	H1 accepted
Teacher competence → Implementation of School-Based Management	0,256	0,096	0,004	H2 accepted
Futuristic leadership style → School quality performance	0,542	0,089	<0,001	H3 accepted
Teacher competence → School quality performance	0,195	0,098	0,024	H4 accepted
Implementation of School-Based Management → School quality performance	0,223	0,097	0,012	H5 accepted

Source: Data processed

The results of direct influence testing show that Futuristic leadership style and teacher competency have a significant effect on the Implementation of School-Based Management. Futuristic leadership style and teacher competency have a significant effect on school quality performance. And, the implementation of school-based management has a significant effect on school quality performance.

#### Indirect Effect Test Results

An indirect relationship occurs between the exogenous latent variable Futuristic leadership style (X1) and teacher competency (X2) on the endogenous latent variable dependent on employee performance (Y) and the intervening endogenous variable Implementation of School Based Management (Z). A summary of the indirect influence of these variables can be seen in the following table.

**Table 4.** Indirect effect test result.

Effect	Estimate	S.E.	P	Result
Futuristic leadership style → Implementation of School-Based Management → School quality performance	0,144	0,070	0,022	H6 accepted
Teacher competence → Implementation of School-Based Management → School quality performance	0,057	0,072	0,214	H7 rejected

Source: Data processed

The results of the indirect effect test show that the Implementation of School-Based Management acts as an intervening variable in the relationship between futuristic leadership style and school quality performance. Thus, futuristic leadership style has a

significant effect on school quality performance with the Implementation of School-Based Management as an intervening variable. Furthermore, the implementation of school-based management does not act as an intervening variable in the relationship between teacher competence and employee performance. Thus, the effect of teacher competence on school quality performance is a direct effect and without a mediating or intervening role in the Implementation of School-Based Management.

### **Analysis of the Coefficient of Determination (R<sup>2</sup>)**

The R-square value describes the variation in changes in exogenous variables that can be explained by endogenous variables. Test results related to the R-square value can be seen in Table 5.

**Table 5.** R-Square values.

<b>Variables</b>	<b>Variables Name</b>	<b>R-square</b>
Z	Implementation of School-Based Management	0,778
Y	School quality performance	0,865

Source: Data processed

Based on Table 5, the R-square value of the Implementation of School-Based Management construct is 0.778 and the R-square value of the school quality performance construct is 0.865. An R-square of 0.778 can be interpreted as meaning that 77.8% of the variability in changes in the Implementation of School-Based Management can be explained by the variables futuristic leadership style and teacher competency. An R-square of 0.865 can be interpreted as meaning that 86.5% of the variability in changes in school quality performance can be explained by the variables futuristic leadership style, teacher competency, and implementation of school-based management.

### **Summary of Research Hypothesis Testing Results**

A summary of the results of research hypothesis testing is presented in the following table.

**Tabel 6.** Summary of hypothesis testing results.

<b>No</b>	<b>Hypothesis Research</b>	<b>Conclusions</b>
1	There is a positive and significant effect between futuristic leadership style on the Implementation of School-Based Management	H <sub>1</sub> accepted
2	There is a positive and significant effect between teacher competence on the Implementation of School-Based Management	H <sub>2</sub> accepted
3	There is a positive and significant effect between futuristic leadership style on school quality performance	H <sub>3</sub> accepted

4	There is a positive and significant effect between teacher competency on school quality performance	H <sub>4</sub> accepted
5	There is a positive and significant effect between the Implementation of School-Based Management on school quality performance	H <sub>5</sub> accepted
6	There is a positive and significant effect between futuristic leadership style on school quality performance through the implementation of school-based management	H <sub>6</sub> accepted
7	There is a positive and significant effect between teacher competency on school quality performance through the Implementation of School-Based Management	H <sub>7</sub> rejected

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Source: Data processed

### *Discussion*

#### **The Effect of Futuristic Leadership Style on The Implementation of School-Based Management**

The research results show that the futuristic leadership style has a positive and significant effect on the Implementation of School-Based Management. [21] defines SBM as a school management process directed at improving the quality of education, autonomously planned, organized, implemented and evaluated involving all school stakeholders. Meanwhile [22] stated that school-based management is a political approach that aims to redesign school management by giving power to school principals and increasing community participation in efforts to improve school performance which includes teachers, students, school committees, parents and the community. School-based management changes the decision-making system by transferring authority in decision-making and management to each stakeholder at the local level. The success of education with this SBM system can be found in research conducted [23] that the managerial competence of school principals has a significant direct effect on school-based management. Likewise research [24], [25], [26], [27], [28].

#### **The Effect of Teacher Competence on the Implementation of School-Based Management**

The research results show that teacher competency has a positive and significant effect on the Implementation of School-Based Management. Educators, especially teachers, are the main basic component in creating quality educational outcomes. Therefore, the improvement efforts that must be made to improve the quality of education require support from professional teachers. The realization of this dream is not easy, it requires hard work and cooperation from all parties, namely the central government, regional government, community and education itself [29]. School-based management involves the active participation of teachers in the use of technology and the development of teacher professionalism in the context of school-based management in the digital era has a positive impact on improving the quality of teaching and school-based management. Research [13] shows the results that teacher competency has a

significant positive effect on the implementation of school-based management. This is also supported by other research, namely [25], [30], [23].

### **The Effect of Futuristic Leadership Style on School Quality Performance**

The research results show that futuristic leadership style has a positive and significant effect on school quality performance. [17] stated that this global phenomenon challenges the leadership style of school leaders. In this case, school leaders need to be futuristic in mind if they want to compete competitively in the world of education. Leaders who think futuristically must have the courage to anticipate the capabilities of technology that develop every day in improving leadership practices in schools. Recently, digital technology has become a reality in society and has brought a new phenomenon in communication practice. New media of virtual communication are starting to gain a place in society. Communication applications such as WhatsApp, Telegram, and Twitter are among the popular applications. This global phenomenon has also led to the introduction of several new terms by scholars including remote leadership, digital leadership, virtual leadership and e-leadership. Apart from that, this global phenomenon also has an impact on the leadership landscape of school leaders. New media of virtual communication such as WhatsApp and Telegram have gained ground among school leaders. Research [31] supports this statement, as does [4], [32], [33], [5]. The results of their research show that the role of a futuristic leadership style has a positive effect and contribution to school quality performance.

### **The Effect of Teacher Competency on School Quality Performance**

The research results show that competence has a positive and significant effect on school quality performance. A reliable teacher is a determining aspect of a quality learning process. In order to be reliable, they must be able to create their identity and actualize themselves according to the skills and rules of professional teachers. In line with this, [34] also explains that teachers in carrying out their duties are required to strive to improve the quality of their work, because teaching is a professional position that requires special abilities. In order to achieve effectiveness and efficiency in work, teacher professionalism is very necessary in carrying out their duties. Therefore, the difficult task of a teacher can basically be carried out by teachers who have great performance. The performance of teachers in schools has a significant role in achieving school goals. Performance issues are in the spotlight of various parties, because government performance will be experienced by the community and teacher performance will be experienced by students or parents of students, so various efforts are made to achieve good performance. This analysis is supported by research conducted by [35], [36], [8], [37]. The results of their research show that there is a positive and significant effect between teacher competence and school quality performance.

### **The Effect of Implementing School-Based Management on School Quality Performance**

The research results show that the implementation of school-based management has a positive and significant effect on school quality performance. School quality is effected by the roles of: 1) Community, 2) Students, 3) Parents, 4) Teachers, 5) Staff, 6)

Administrator/Principal, 7) Management, 8) School Supervisor, 9) School Board. Based on the theory above, it is clear that Management, in this case the implementation of School-Based Management, and the School Council, in this case the School Committee, have a direct relationship in improving the quality of education in schools [38]. Providing broad educational autonomy to schools is part of the government's concern for the symptoms that arise in society as well as efforts to improve the quality of education in general. Providing this autonomy requires a more conducive management approach in schools so that they can accommodate all desires while empowering various components of society effectively to support progress and existing systems in schools. In this framework, School-Based Management (SBM) appears as an alternative to the new educational management paradigm being offered.

School-Based Management (SBM) is a concept that offers autonomy to schools to determine school policies in order to improve the quality, efficiency and equity of education so that they can accommodate the wishes of the local community and establish close cooperation between the school, community and government [2]. In accordance with developments in society's demands for the provision of education which are increasing nowadays, in the era of School-Based Management (SBM), education management needs to be improved in line with demands for change which are based on agreement, commitment, awareness, readiness to build a new culture and professionalism in realizing "School Community" which has loyalty to improving the quality of schools. Research [39] shows the results that school-based management has a significant positive effect on school quality performance. This is also supported by other research, namely [32], [40]-[44].

### **The Effect of Futuristic Leadership Style on School Quality Performance through The Implementation of School-Based Management**

The research results show that futuristic leadership style has a positive and significant effect on school quality performance through the implementation of school-based management. Education is the main pillar of nation development. Good quality education is the key to creating competent, creative and innovative human resources. Therefore, improving the quality of education has always been the main focus for all elements of society. In this effort, leadership is like a solid foundation that supports the strength of the educational building. A visionary educational leader is able to formulate a school vision and mission that is clear, measurable, and in line with national education goals. This vision and mission serve as guidelines for all stakeholders to work together to achieve common goals. Inspirational leaders are also able to create a safe, comfortable and conducive learning environment for all students. A culture of mutual respect, collaboration and enthusiasm for learning continues to be fostered to encourage student achievement and character development [45].

With quality leadership, the school's vision and mission can be realized, a conducive learning culture is created, a solid work team is formed, innovation and creativity are encouraged, the capacity of teachers and staff increases, strategic partnerships are established, and school performance continues to improve. Leadership

is like a compass that directs all elements of education towards a common goal, namely creating a young generation who is intelligent, has character and is ready to build the nation. In this role, a leader becomes a director and becomes an inspirer and motivator who is able to motivate the entire school community to move in harmony with noble educational values [46]. Research [32] shows the results that a futuristic leadership style through school-based management has a significant positive effect on school quality performance. This is also supported by other research, namely [47], [26], [27].

### **The Effect of Teacher Competence on School Quality Performance Mediated by the Implementation of School-Based Management**

The research results show that competency has a positive but not significant effect on school quality performance mediated by the Implementation of School-Based Management. Education is seen as an aspect that has an important role in preparing and shaping the young generation in the future. Through education, a nation can become a nation that is strong, characterized, independent and competitive. Education has an important role, namely to brighten the life of the nation, therefore, education requires people to be involved in it and work together optimally, with a high sense of responsibility and loyalty to improve the quality of education [27]. Based on the description above, it can be understood that teachers who have professional competence tend to produce high quality learning in schools, where the good quality of learning is one measure of the high competence of the teacher. On the other hand, teachers who have low competence tend to produce poor quality learning [48]. Therefore, to improve the quality of learning, teachers must have professional competence. If teachers do not have adequate professional competence, the quality of learning will not achieve maximum results. The findings of this research are not in line with research [23] showing the results that teacher competence through school-based management has a significant positive effect on school quality performance. Likewise research [12], [13], [25].

## **CONCLUSION**

**Fundamental Finding :** Referring to the results of data analysis, it can be concluded that futuristic leadership style and teacher competency have a significant effect on the Implementation of School-Based Management. Futuristic leadership style and teacher competency have a significant effect on school quality performance. Implementation of School-Based Management has a significant effect on school quality performance. Regarding indirect effects, research findings state that the Implementation of School-Based Management acts as an intervening variable in the relationship between futuristic leadership style and school quality performance. Thus, futuristic leadership style has a significant effect on school quality performance through the implementation of School-Based Management as an intervening variable. Lastly, the implementation of school-based management does not act as an intervening variable in the relationship between teacher competency and school quality performance. Thus, teacher competency does not have a significant effect on school quality performance through the implementation of School-Based Management as an intervening variable. **Implication :** The findings of this

research provide practical implications, namely that the Jember Regency Government through the Jember Regency Education Office is required to be able to manage aspects of Futuristic leadership style, teacher competency, and the Implementation of School-Based Management. These three aspects will become important capital for educational institutions in Jember Regency, especially at the junior high school level, to encourage optimal school quality performance. As for the theoretical implications, this research opens up opportunities for a future research agenda to develop existing concepts related to organizational behavior, especially the Implementation of School-Based Management and school quality performance. **Limitation** : The limitations of this research concern the research object which is only limited to State Middle Schools in Jember Regency, so that generalization of the results has not been achieved. The next limitation relates to the need for a questionnaire that involves qualitative aspects to explain how Futuristic leadership style and teacher competency effect the Implementation of School Based Management and school quality performance. **Future Research** : Further research can be carried out with broader objects (regional or national). Future studies may also explore the impact of other leadership styles beyond the futuristic approach in influencing school-based management and school quality performance. Additionally, a mixed-method approach combining qualitative and quantitative methods could be utilized to provide deeper insights into the relationship dynamics. Investigating the long-term effects of school-based management implementation in various educational contexts may also contribute to enhancing school quality performance on a wider scale.

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