

LEMBAR
HASIL PENILAIAN SEJAWAT SEBIDANG ATAU PEER REVIEW
KARYA ILMIAH : **PROSIDING DAN MAKALAH YANG DIPRESENTASIKAN**

Judul Prosiding : School Leadership and Its Influence on Student Achievement

Penulis Prosiding : Hasan Hariri

Identitas Makalah :

- a. Nama Jurnal : Proceeding Of The 3rd SHIELD International Conference of 2018
- b. Nomor/ Volume : -
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- d. Edisi (Bulan/Tahun) : 2018
- e. Penerbit : Program Pascasarjana Unila dan LPPM Unila
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Kategori Publikasi Jurnal Ilmiah (beri tanda V pada kategori yang tepat)

- Prosiding Forum Ilmiah Internasional (Dipresentasikan secara Oral Dimuat dalam Prosiding)
- Prosiding Forum Ilmiah Internasional (Poster/ Tidak Disajikan tetapi Dimuat dalam Prosiding)
- Prosiding Forum Ilmiah Nasional (Dipresentasikan secara Oral Dimuat dalam Prosiding)
- Prosiding Forum Ilmiah Nasional (Poster/ Tidak Disajikan tetapi Dimuat dalam Prosiding)
- Makalah Forum Ilmiah Internasional (Disajikan tetapi Tidak Dimuat dalam Prosiding)
- Makalah Forum Ilmiah Nasional (Disajikan tetapi Tidak Dimuat dalam Prosiding)

No	Komponen yang dinilai	Nilai Maksimal Prosiding/ Makalah Dipresentasikan:						Nilai yang Diberikan Penilai (NP)
		Dipresentasikan secara Oral Dimuat dalam Prosiding		Dipresentasikan secara Poster Dimuat dalam Prosiding		Dipresentasikan secara Oral/Poster Tidak Dimuat dalam Prosiding		
		Internasi onal	Nasio nal	Internasi onal	Nasio nal	Internasi onal	Nasio nal	
a	Orisinalitas (20%): (Memperlihatkan keaslian dan kebaruan gagasan)	3.0	2.0	2.0	1.0	1.0	0.6	2
b	Kedalaman Kajian (40%): (Melakukan analisis, eksplorasi, dan elaborasi terhadap masalah yang dibahas berdasarkan kaidah-kaidah ilmiah yang berlaku dalam penelitian dan pengkajian; mengandung kebenaran ilmiah, ketuntasan kajian, kesistematian pembahasan, dan didukung dengan pustaka yang relevan)	6.0	4.0	4.0	2.0	2.0	1.2	5
c	Kebermanfaatan (10%): (Memberikan manfaat bagi kemajuan ilmu dan solusi bagi masalah yang dihadapi masyarakat)	1.5	1.0	1.0	0.5	0.5	0.3	1
d	Relevansi karya dengan keahlian (20%) (Memiliki keselarasan antara karya ilmiah dengan penelitian magister/ doktor dan bidangnya)	3.0	2.0	2.0	1.0	1.0	0.6	2
e	Kelengkapan unsur Jurnal Ilmiah (10%) (Mencakup prakata, daftar isi, editor, ISSN, dan kelengkapan lain)	1.5	1.0	1.0	1.0	0.5	0.3	1
Total (100%)		15.0	10.0	10.0	0.5	5.0	3.0	11

Penilaian Kualitatif*)

Karya ilmiah sesuai bidang ilmu

Nilai Pengusul = BP x NP = 1 x 11 = 11

Ket : Bobot Peran (BP) : Sendiri = 1; Ketua = 0,6; Anggota = 0,4 dibagi jumlah anggota

Bandar Lampung, 29 Mei 2020

Penilai Sejawat (I / II / III*)

Dr. Hanika Sunarya MS
NIP. 19160323404031003
Fakultas : Fkip Universitas :

1 x 11 = 11

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		Internasi onal	Nasio nal	Internasi onal	Nasio nal	Internasi onal	Nasio nal	
a	Orisinalitas (20%): (Memperlihatkan keaslian dan kebaruan gagasan)	3.0	2.0	2.0	1.0	1.0	0.6	2,8
b	Kedalaman Kajian (40%): (Melakukan analisis, eksplorasi, dan elaborasi terhadap masalah yang dibahas berdasarkan kaidah-kaidah ilmiah yang berlaku dalam penelitian dan pengkajian; mengandung kebenaran ilmiah, ketuntasan kajian, kesistematiskan pembahasan, dan didukung dengan pustaka yang relevan)	6.0	4.0	4.0	2.0	2.0	1.2	5,8
c	Kebermanfaatan (10%): (Memberikan manfaat bagi kemajuan ilmu dan solusi bagi masalah yang dihadapi masyarakat)	1.5	1.0	1.0	0.5	0.5	0.3	1,4
d	Relevansi karya dengan keahlian (20%) (Memiliki keselarasan antara karya ilmiah dengan penelitian magister/ doktor dan bidang penguasaannya)	3.0	2.0	2.0	1.0	1.0	0.6	2,8
e	Kelengkapan unsur Jurnal Ilmiah (10%) (Mencakup prakata, daftar Isi, editor, ISSN, dan kelengkapan lain)	1.5	1.0	1.0	1.0	0.5	0.3	1,4
Total (100%)		15.0	10.0	10.0	0.5	5.0	3.0	14,2

Penilaian Kualitatif*

Semua komponen penilaian telah terpenuhi

Nilai Pengusul = BP x NP = X / =

Ket : Bobot Peran (BP) : Sendiri = 1; Ketua = 0,6; Anggota = 0,4 dibagi jumlah anggota

Bandar Lampung,2020

Penilai Sejawat (I / II / III)**)

(Dr. Riswandi, M.Pd)

NIP 19760808 2009121001

Fakultas : *KIP* Universitas:

School Leadership

By Hasan Hariri

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SCHOOL LEADERSHIP AND ITS INFLUENCE ON STUDENT ACHIEVEMENT

Dedy H. Karwan¹, Riswanti Rini¹, Een Y. Haenilah¹,
Hasan Hariri¹, Ridwan Ridwan²

¹Faculty of Teacher Training and Education, Universitas Lampung

²SMP Negeri 3 Way Pengubuan

Corresponding author: Hasan Hariri, email: hasan.hariri@staff.unila.ac.id

ABSTRACT: This paper aims to (1) describe how leadership constructs to be successful in schools, (2) investigate how school leadership influences student achievement. This paper used literature review by selecting relevant literature particularly journal articles on school leadership and student achievement. Results indicate that, firstly, to be effective, principals need to apply transformational leadership which is based on transactional leadership associated with rational decision making style. Secondly, it is evident that influence of school leadership on student achievement can be seen from two directions depending on different domains. When measured using cognitive and psychomotor domains, school leadership has indirect influence on student achievement, where such domains functions as intervening variables. In contrast, when using affective domain, school leadership has direct influence on student achievement. This is because principals are the architects of good and conducive school climate and culture, where the affective domain that principals apply is through modeling and refraction that students cannot get through teaching.

Key words: school leadership, successful principal, school effectiveness, student achievement

1. INTRODUCTION

Student achievement is related to such things as teacher competencies and characters. Everyone can understand this because a teacher is a person who interacts directly with students. It is different from the influence of leadership. Is there any influence of leadership on student achievement? It seems that it is an intervening variable and it does not act directly to student achievement. What is the exact fact based on the leadership research concerning school leadership where school leadership articles published in international journals and how many studies have been done in Indonesian context? Leadership in association with education has been a trending topic for some reason, one of which is for education quality. Therefore, *Education for All* (EFA) in the *Monitoring Global Report* (Benavot, 2004) reported that quality has two main characteristics: first, identifying of cognitive student's progress as a main goal which is stated in the entirely educational system. Second, highlighting the role of education in promoting value and responsibility of citizen in developing and growing creativity and emotional.

Many experts have noted the positive influence of leadership on school effectiveness. Leadership is important despite being number two, among school factors, in terms of its influence on learning in the classroom. That teachers are considered uniquely placed to promote school leadership aspects is because teachers really know the complexity of learning (Mangin & Stoelinga, 2008).

However, little is known about literature on how school leadership related to teacher development that can promote student achievement in Indonesian context, searched electronically from Google and Google scholar. Therefore, this paper particularly focuses on how school leadership influences student achievement in the Indonesian school context (Raihani, 2008) as well as school leadership in relation to student achievement.

This paper was particularly inspired by some journals on principal leadership (Aaronson, Barrow, & Sander, 2007; Hariri, Monypenny, & Prideaux, 2016), Leadership Style and Decision Making Style in Indonesian Context (Hariri, Monypenny, & Prideaux, 2014), and Principalship in the Indonesian Context (Hariri, Monypenny, & Prideaux, 2012). These articles are confirmed to the same themes from around the world to have an abstraction on leadership practice in educational settings.

There is an urgent need to empirical research relation to leadership that influences school effectiveness and student achievement. Specifically, this paper seeks the answers of the following questions that guide this paper:

- 1) How does leadership construct to be successful in schools?
- 2) How does leadership influence student achievement?

2. METHOD

In the case of educational reform, nowadays, principal leadership has been very important research topic (Sumintono, Sheyoputri, Jiang, Misbach, & Jumintono, 2015). The centrality of school leadership in term of reaching better result has been accepted and admitted widely (Hallinger, 2011). That school leadership is associated to or become an entity to student academic achievement directly and student achievement progress has been revealed (Harris, 2013; Hoy & Miskel, 2008) and is an undisputed fact.

This paper presents literature review by collecting journal articles on school leadership and student achievement, either qualitative, quantitative, survey, and case study. In particular, this paper focuses on how leadership contributes to increase and develop educational practices. The method used is literature review, particularly articles from journals. Authors searched literature from Google and Google Scholar. Mostly journal articles are considered related to the topic of this paper. The literature includes such topics as school leadership in general, successful school leadership, school leadership and international measurement/evaluation, school effectiveness, and principal leadership and student achievement.

3. RESULTS AND DISCUSSION

Presentation of results will include selected articles in relation to school leadership comprising successful school leadership, principal leadership and school effectiveness, principal leadership and student achievement. Firstly, results based on a theoretical base regarding both the first and the second research questions will be presented. Secondly, discussion regarding the results will then be presented.

Successful School Leadership

Presented here are about the successful school leadership based on meta-analysis of school leadership at the first place, and followed by school leadership from a point of view of international measurement and evaluation. The first view will begin with ISSPP (International Successful School Principalship Project).

ISSPP Model of Principal Success

School leadership success can be traced through the well documented on the digital printing which we can get from all over the world. One study was named ISSPP. It unveiled the phenomena of school principal leadership from Australia, Canada, Denmark, China (Hong Kong), the United Kingdom, Norway, Sweden, and the United States of America. The project did research on case study with multi-perspective survey in term of successful principalship (Leithwood, 2005).

The study revealed that the successful school leader emphasizes three big issues (Heck & Hallinger, 2009):

- 1) Setting goals including shared vision formulation, growing shared target and priority, and creating high level of hopes and performances;
- 2) Developing human resources comprising providing support individually, offering intellectual stimulus, and modelling important values and practice them;
- 3) Formulating and patterning organization including building collaboration culture and maintaining decision making and process together, and building the relation to parents and broader community.

The three main issues of successful school leadership got support from other experts as stated in the research of Hallinger and Heck. They stated that school conditions are influenced by leadership. These conditions count on goal and target, school structure and networking, human resources, and organizational culture (Hallinger & Heck, 1998, 2004).

The ISSPP program was inspired by the study carried out by Day, Harris, and Hadfield (2000) in Great Britain. From there, they developed a model of a contingency leadership style based on the values and vision, integrity, context, profession development, and reflection. It is in line with MacBeath (1998) who popularized his finding, namely specific characteristics of a good leader is well informed, able to communicate effectively, has a set of educational values and clear personality, that describe or represent the goal of school moral values where he/she works.

Next, Swann et al. (2003) confirmed the similar study has been done by other experts (Day et al., 2000; Hallinger & Heck, 1998; Leithwood & Riehl, 2003; MacBeath, 1998) in term of successful school leadership characterized by able to intervene in many aspects directly or indirectly, including the learning which will be proportional to student achievement, learning influenced by school capacity directly, school capacity is influenced by other factors including policy and program form outsider, organization characteristics, community resources of stakeholders, and social and economy landscape.

Belief and personal principal values are the basis or basic leadership practice. Belief and values the principal will lead him to make decision and act which support to provide capacity building for every single individual and structure and school culture. Successful principal is the principal who is interactive, reciprocal relation, and involve the process by involving many more single individual (Mulford & Johns, 2004).

Successful school principal leadership facilitates the reaching student achievement through providing good facilities and school condition. This relation will be able to create quality curriculum and learning contributing to student outcomes (Leithwood & Riehl, 2003).

Extracted from various leadership practices, that successful school leadership has the following characteristics (Raihani, 2008):

- 1) Able to analyse the school situation and context both internal and external;

- 2) Able to formulate the vision based on the resources and choose the strategy;
- 3) Has personal value and professionalism and respect and integrate to other personal and professionalism strongly;
- 4) Develop strong learning characteristics including curriculum and learning development;
- 5) Strengthen self-professionalism development and the members through many ways like growing intellectual stimulus, providing support individually and being a model;
- 6) Re-pattern the organization including identify and create and/or change school culture of the organization; and
- 7) Build collaboration culture which involves stakeholders in the process of decision making.

School Leadership

Leadership study in education is associated with school and management (Krüger & Scheerens, 2012). Administrator or manager is hoped to guide teachers, staff members, and students, supports them, take the responsibility on them, and inspires to meet and achieve school goals. Further, manger has responsibility to facilitate curriculum reform and build conducive learning environment (Nichols, 2010).

Research done in the United Kingdom and North America showed that student achievement on certain school is better than other schools. Researchers argued that such a kind of condition only can be explained by individual uniqueness and student social characteristics. However, real conditions among the schools are different in term of leadership behaviors from the managers. Therefore, educational leadership began to be the topic of discussion which is often in the study of education because of that finding (Scheerens, 2012).

School leader plans and maintains development program, allocates the resources, increases organization members and student performances, and guides them to achieve school goals. Besides setting the school goals, school leader should ensure that the goals are agreed by all the members of the school organization including students. School leader leads the members activities and the students, on the part that pushes the local organization to collaborate with the schools, and involves parents and businesses and industries (Busher & Harris, 2000).

The fact that students do not only interact with teachers in the schools shows that many variables influence and intervene students' behaviors to practice. The study which was addressed to discover the relationship between the various school leaders and student achievement were associated with the school managers' behaviors to the validity and the reliability broadly admitted. School leaders can expand the sustainable development of the consequence of setting, measurement, and controlling factors related to the hope and school life standard, except the test which the students are hoped to see successful (Mullis, Martin, Foy, & Arora, 2012).

School leadership based selected articles has been presented and it is now for school leadership seen from a view point from international measurement and evaluation.

School Leadership and International Measurement and Evaluation

All countries agreed that education is important topic to address together. Then, the world leaders built a forum named Education for All (EFA) and other institutions like Trends in International Mathematics and Science Studies (TIMSS) and Program for International Students Assessment (PISA). TIMSS and PISA become central topic. Based on those measurements and evaluation the world has valid and reliable massive data on the measurement.

School leadership and student achievement become global interest (Zhao, 2010). People, especially teachers, should learn the student achievement measurement as proposed by PISA and TIMSS. The aim of the global measurement is to make the world know the performance

comparison of students and teachers and educational institutions in each member country. Generally, leadership effectiveness comes from business and industry study. The universal truth about leadership reached leader in education system and other disciplines all over the world of social culture (Kouzes & Posner, 2006). This social culture is important to be considered due to its crucial dimensions to help improve leadership effectiveness. These cultural dimensions include group collectivity, institutional collectivity, future orientation, firmness, working orientation, and human orientation (House, Brodbeck, & Chhokar, 2007).

Identifying that there are six leadership dimension and leader behavior accounted charismatic leader (value basis), team orientation, participative, human orientation, autonomy, and self-protection. The basic perception on the six leadership dimensions (House, Hanges, Javidan, Dorfman, & Gupta, 2004):

- 1) Charismatic leadership or values basis refers to the ability to inspire, motivate, which based on core strong values. Their behavior, generally, visionary, inspirational leader, trusted, and performance orientation.
- 2) Leaders with team orientation refer to build team capacity and promote shared goal of the members. The behaviors of this leader are collaborative, good heart, integrative and diplomatic.
- 3) Participative leaders refer to ability of involvement of others in decision making. The behaviors of this leader are not autocratic, effort in making and implementing decision collaboratively.
- 4) Leaders with human orientation refer to the ability to love hearted and care. Their behaviors are supportive and assertive to others.
- 5) Independent leaders reflect the ability to lead individually and independent. Their behavior is autocratic.
- 6) Self-protective leaders perform themselves as center of attention, status consciousness, and procedural. Their behaviors are emphasizing on self-image to self-safety, or group defense style which promotes to group safety.

The six dimensions are believed and viewed have relation to how the leadership works. Richardson, Lane, and Flanigan did research and found that there is correlation between leadership in business and education (Richardson, Lane, & Flanigan, 1996) and it is in a line with Kouzes and Posner who revealed that from the entire practice what different include industry, profession, and state have characteristics in which is identical in practice and behavior (Kouzes & Posner, 2007). That leadership takes place in many contexts and in the members of organization and in organization culture. Therefore, it is logical if education is reflected in the culture makes sense and is perceptible and erected in leadership (Lord & Maher, 2002; Northouse, 2018; Yukl, 1999). One of the reasons might be for school effectiveness supported by effective principal leadership.

Principal Leadership and School Effectiveness

The logical building is that person who sits in the principal position is the best teacher who is able to comprehend education arrays. Such a teacher masters teaching and learning and is able to make her/him as an exemplary teacher or model teacher.

Successful Principal Leadership

Successful principal leadership is able to generate good outcomes which reflects from the effective learning on management, school facilities, school culture, and school leadership which involve broader stakeholders in the process of decision making or policy which reflects conscious effort in term of the ability to develop shared vision, and promote participative

decision making (Bush & Middlewood, 2013). Further, Successful principal leadership is supported by a set of personal belief and professional value (Day, 2005). *Amanah* is one of the characteristics of managerial practice and leadership in school (Raihani, 2008). *Amanah* is associated to personal to responsible and accountable not only to human but also to God.

Successful principal leadership is also characterized by envisioning and setting strategy. Greenleaf (2002). ENREF 20 stated that every principal has realistic and clear vision for school development, and built clearly on the strong philosophy and values of society, and reflects their understanding on the school context. Success leadership usually builds school capacity. The school capacity comprises school culture, school structure, and school resources (Beck & Murphy, 1996).

School culture is defined as shared belief and values of the members in an organization (Jenkins, 1991). Creating school culture process is intervened by standing point of norms and values, philosophy articulation, and symbols making, celebration, ritual, parent and society interaction patterns, and the most important in a school. There must be collaboration culture and learning culture (Bush & Middlewood, 2013).

School structure is essential because through arranged school structure, principal distributes amount of authorities and leadership through job delegation and responsibility. Through this, principal empowers all school components including students in term of leadership development (Gurr, Drysdale, & Mulford, 2005). So, empowering should beyond decision making process collegially (Jenkins, 1991).

Fund management becomes crucial because without fund support, even the best program cannot work out. Principal must not depends on the only school operational fund from national budget. Generally, principal creates good networking to business and industry together with school committee. In short, the key on fund management in searching fund is skill of selling the program to get support from various parties (Leithwood, 2005). This ability is congruent to the school-based management characters by giving broad authority to school leader (Spinks, 1998). For school principalship to be successful, student disciplines may become one factor to be seriously paid attention.

Principal and Student Discipline

Leadership should not be related to its position and authority on the behalf hierarchy, but related to the ability to effective practice in accordance with discipline strategy. Therefore, heroism leadership and self-centric should be ignored (Belle, 2018). This practice covers principal roles in the visionary leadership, exemplary of ethic, instructional leadership, distributive leadership, student leadership, teacher professional development, parent partnership, and leadership through relation (Belle, 2018).

Visionary Leadership means that principal should be based and initiated by school vision and mission and result oriented. There are three main visionary roles: (1) creating vision which correlate to student discipline goal; (2) relating to all school components including teachers, students, parents, and supervisor into vision through effective communication, build coalition or collaboration and empower the process, and (3) inspiring students by making a list of good and accepted behaviors by society, supporting admitting them through praising and constructive and empowered feedback (Modiba, 2015; Wyatt, 2015).

Ethic model means that children learn from imitating acts. Children will become good men if adults around them modeling good behaviors. Therefore, people say no naughty and misbehaved children except there is an adult to be copied. In education, students learn through observation, imitate, and pay attention to adult behaviors (Bandura & Walters, 1977).

Instructional leadership means that principal focuses on the main school mission. It is effective learning through creating healthy school climate (Manaseh, 2016). Principal is a person who formulates vision of academic success and manages people to develop school (Wallace & Wallace, 2012). Educational, learning, and instructional role of a principal is a very influential one to the positive student's behaviors, (Peariso, 2011), ensured that educational, instructional, and teaching process are effective to generate development in the school behavior climate (Putnam, Horner, & Algozzine, 2006).

Distributive leadership is important because school dynamic becomes more and more complex. In this term, principal provide a chance for the teacher to learn how to lead in order that they can be an effective leader (Naicker & Mestry, 2013). Principal should make effort to create symmetrical relation between himself and the teacher (O'Brien, 2015); therefore, there will be a collective independent group (Nicolaidis et al., 2014). He should create collaborative meeting with the stakeholders to discuss about students' behaviors and look for the curative way and maintain the intended social behaviors in frame of multi-discipline dialogues (Gorder, 2015; Malakyan, 2014).

Student leadership means that it is taboo to claim that maintaining good behaviors as a principal success. Principal, anyhow, claims that every achievement in the relation to reduce wrong student behaviors (Ugboko & Adediwura, 2012). Maintenance can be done through treating students as an equal and trusted partner and a collaborator (Belle, 2018). In this, principal acts as a capacity development in the students personally (Huggins, Klar, Hammonds, & Buskey, 2017). This way is believed that student will be motivated in responding and the procedure, practice, and discipline policy (Macharia, Thinguri, & Kiongo, 2014).

Parents-school partnership means parent individually or though the school committee might actively participate in students' education. Principal who involve parents and school committee will get benefit that they will be more willingness to involve actively in helping school in the matter of academic and student behaviors (Ali, Dada, Isiaka, & Salmon, 2014).

Leadership by relation means that all the above points will run smoothly when they are built on the relationship foundation. Leadership by relation is able to create trusted situation among all the school stakeholders (McManus & Perruci, 2015). This will contribute to student achievement.

7 Principal Leadership and Student Achievement **7**

This section will present for topics. They are instructional leadership, school leadership and student achievement, influence of school leadership on student achievement, and the relationship between leadership and student achievement in various cultural settings.

Inst¹⁹itutional Leadership

The role of leadership in education is a catalyst of every change in program on the facilitating of providing capacity and school potential (Leithwood, Harris, & Hopkins, 2008). The main school leadership practice is to change the behavior related to students' behaviors directly through changing teachers' teaching behaviors by supervision and mentoring. To succeed in

running management school practice, principal should care of the following problems (Blase & Blase, 1999).

Management problem, as problem identified that it might be solved through the implementation of School Based Management (SBM). Through this teachers' capacity can be developed further if it is in line with teachers professional development. Then the teacher professional development in the specific priority in teaching and learning activities leads to the teaching capacity across team of individual teacher (Harris, 2008).

Change and irrelevance is about a climate change which, for example, happens intensely. This rapid change is also common in education like curriculum change. It might happen that curriculum reviewed for the things does not represent the student needs (Kunandar, 2007). There are only 30% students who are able to take the advantages of the curriculum because they have high motivation and interest (Drost, 2005).

Instructional quality is identified to this field comprising professional competency and learning quality, restrained development, less motivated, diligence and innovation, and comfort zone are valuable than desire to increase and influence. Principal should promote and involved in developing teacher teaching practice, building hope through activities, planning, coordinating, and evaluating teaching and learning practice and the curriculum achievement, providing resources and strategies, and providing supportive and arranged environment orderly (Robinson, Lloyd, & Rowe, 2008).

School leadership and Student achievement

This study identified four principal roles in doing effort to reach student achievement. They are resources provider, learning provider, communicator, and availability/presence (Andrews, 1987).

Resources provider role is that principal acts as a leader for people and tangible thing resources or facilities for implementing education process in gaining school goal and vision. In this matter principal acts as a broker who connects between stakeholders: parents, society, and government.

Learning resources provider role is the term of principal arranges a set of hope for sustainable improvement on learning program and actively involved in staff development. Through involvement, principal participates in improving and betterment class curriculum and strengthen learning practice.

Communicator, principal models the commitment to school goals, articulates learning vision in order to achieve intended outputs and outcomes through communicating teacher behaviors standard in guiding students.

Presence role is the same kind of supervision. It can be just take a look and check the classroom, invite student to talk about learning, pass by the classroom while teaching and learning process, visit laboratory, school canteen. Picking the plastic up, wiping the dust stick on the windows, and so on. Such kind of principal conduct will be felt by the followers as a real presence and it will be long lasting.

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The Influence of School Leadership on Student Achievement

Leadership is associated to school and administration in education research. School manager is hoped to be able to guide and direct all the members including students, support, and take all

responsibilities, inspire to reach school goals (Karadağ, Bektaş, Çoğaltay, & Yalçın, 2017). Principal opens the path to make the curriculum reform happen and develop for the positive learning environment (Nichols, 2010).

There are four hypotheses proposed in this meta-study. Hypothesis 1 is that educational leadership has positive influence on student's academic achievement. Hypothesis 2 is that leadership style is intervening variable to positive influence on student's academic achievement. Hypothesis 3 is that the direction of determining student's academic achievement on the search is intervening variable to positive student's academic achievement. Hypothesis 4 is that level of school education in the research is intervening variable to positive educational leadership on student's academic achievement was not supported. In the performance of intervening analysis at the level of education is not statistically significant. These findings can be concluded that findings described that one study has homogenous characteristics (Karadağ et al., 2017). The results and the conclusion are follows:

- 1) **Moderator variable** is a variable to be predicted influenced distribution measurement became heterogeneous on leadership style, school educational level, and direction to determine academic achievement being studied
- 2) **Student achievement** is amount of student knowledge and skills which students get from the certain curriculum. Students get the score on the test run by government or local authority on Reading and Mathematics subject.
- 3) **Transformational leadership** is leadership explained by (Burns, 1978) the developed by Bass and friends. Transformational leadership main goal is transform on organization by adapting on the environment changing fast.
- 4) **Instructional leadership** is leadership characterized by strong leaders, guiding and as a culture architect who tend to market/target orientation. Instructional leadership focuses on development academic outputs by creating strategy and school activities which fit to school mission (Hallinger, 2005).
- 5) **Leadership practice** is leadership searching practice developed by Kouzes and Posner (Kouzes & Posner, 2010). Leadership practice characterized by ways of modeling, shared vision inspiration, process challenge (risk taking to take one step ahead, looking for new ways, looking for opportunities), empowering others, and strengthen desire.
- 6) **Other leaderships** are study about leadership in which not associated to the well-known theory.

To know the relation leadership and student achievement from various cultural setting, the researchers collected and checked various studies in meta-analysis by utilized two kinds of analysis, correlation among ranks and analysis on variants, ANOVA. ANOVA was utilized to study the dimensions of leadership and student achievement (Melton, Mallory, & Chance, 2013). The grouping which utilized was to represent fix factor in ANOVA analysis on every student achievement variable. Student achievement variable is the average score which reported and released officially by PISA and TIMMS on the score got by each member countries. Because of the consideration that average score was not available, so analysis was labeled by exploration analysis. The result of analysis is as follows.

Table 1. Significance of Leadership Orientation on Correlation and ANOVA Analysis

Leadership Orientation	Correlation of leadership Orientation /PISA-Reading/PISA-Mathematics	ANOVA leadership Orientation TIMSS/PISA-Reading/PISA-Mathematics
------------------------	--	--

Charismatic/Value Basis	Negative correlation to PISA-Reading Score	Significant difference between groups on TIMSS and PISA-Reading
Participative	Positive Correlation to PISA-Reading	Significant difference between groups on PISA-Reading and PISA-Mathematics
Autonomy	Negative correlation to PISA-Reading, PISA-Mathematics and TIMSS	Significant difference between groups on TIMSS, PISA-Reading and PISA-Mathematics
Self-defense group		Significant difference between groups on PISA-Reading and PISA-Mathematics

Source: Melton et al. (2013)

The characteristics of exploration are that the searchers are looking for some interesting relation on how the cultural cluster conceptualized leadership and student achievement on the cultural cluster. ANOVA analyzed and built that four approaches of the leadership fund that they became significant predictor to student achievement. Looking at the relation leadership and student achievement, the study result stated that conceptualization charismatic's leadership inspired student achievement. Anglo cultural cluster was the most associated to charismatic leadership positively. Middle East cultural cluster was also associated to the charismatic leadership.

Confucius Asia cluster was basically held firmly self-protection, participative orientation leadership and autonomy was higher on PISA scale, but participative leadership concept was found related to student achievement, however, the student's score was the highest. The case happened was as characterized the students in the cluster had high motivation, toughness and not influenced by the leadership practiced. Autonomy leadership fits to cultural cluster in Germany, East Europe, and Asia Confucius which showed by student achievement. This was indicated by the culture that show high independent, high motivation, hard-working ethos.

The conclusion of this study is that the relationship between leadership and student achievement is characteristically situational. How is about a culture leadership approach exactly carries the value and belief about lives and broadly education as human's effort influenced by values and belief they (Melton et al., 2013). The cultural group was studied as seen in the table below:

Table 2. The Grouping Culturally Support Leadership Dimension

Leadership Dimensions	The most valued Cluster, dimension 1	The most valued Cluster, dimension 2	The most valued Cluster, dimension 3
Charismatic/Value basis	Anglo, Australia, Canada, Ireland, New Zealand, Africa Selatan (the white), The United States	Latin Europe, South Asia, Asian Confucius, Latin America	East Europe, Middle East
Team Orientation	South Asia, Asian Confucius, Latin America	Latin Europe, East Europe, Nordic Europe	Anglo, Germany, Middle East

Participative Leadership	Anglo, Germany, Nordic Europe	¹ Latin Europe, East Europe Latin America	South Asia, Middle East, Asia Confucius
People Orientation leadership	Anglo: South Asia	Germany, Latin Europe, Middle East, Asia Confucius, Latin America	¹ East Europe, Nordic Europe
Self-protection Leadership	South Asia, Middle East, Asia Confucius	¹ Latin Europe, East Europe, Latin America	Anglo, Germany, Nordic Europe
Autonomy Leadership	Germany, East Europe, Asia Confucius	Anglo, South Asia, Nordic Europe	Latin Europe, Middle East, Latin America

Sources: Melton et al. (2013)

Through division of cluster country members of culture as follows: Anglo consists of ¹ Australia, Canada, Ireland, New Zealand, Africa Selatan (the white), The United States; Germany consist ¹ Germany, Holland, Switzerland (German language); Latin Europe consist of French, Switzerland (French language), Israel, Italia, Portugal, Spain; East Europe consist of Albania, Georgia, Greece, Hungary, Kazakhstan, Poland, Russia, Slovakia; South Asia consist of India, Indonesia, Iran, Malaysia, Filipina, Thailand; and Middle East consist of Egypt, Kuwait, Morocco, Qatar, Turkey (Melton et al., 2013).

4. DISCUSSION

Various collected literature, mostly journal articles, has been described and is relevant the topic of this paper and has answered the research questions. Following is the discussion on the results in responding to the research questions: How does leadership take part to contribute to school effectiveness? How does leadership make efforts to improve student achievement? The results of this paper will be discussed respectively.

The Way Leadership Runs for School Effectiveness

Successful principal is a principal who is able to twine good relationship to all supporting school components. The relation span should be well developed includes students, vice principal, teachers, staffs, parents, school committee, business and industry, and local government and the elements. Things like what have been explained in the line with the research statement that emphasizing to organization ability to increase and continue improvement broadly that depend to own ability to strengthen and nurture the practice professional learning communities (Holden, 2002; Morrissey, 2000). Principal who manages school with good school effectiveness result is characterized by students' performance, not only academically but also good characters. The good characters are not created by themselves, but by the collaboration of all supportive school components (Karadağ et al., 2017). The ability of creating relation stands firmly on tripods: parents, school, and government (Indonesia, 2005).

The ability of principal which is able to create a good relation to teacher, he is able to develop teacher's capacity. Teacher's capacity will be in the lines to school capacity. It means that the school more effective. Lately, state, nation and decision ¹⁶ maker and educator launch effort to develop education by creating fundamental change to what students learn and how they learn and how teacher teaches. If children should achieve high level standard so that teacher will do

the same high standard. Teacher should be placed in center of reformation in order to they are able to carry on the high responsibility in the classroom (Cuban, 1990).

Leadership and Student Achievement

It is known to everyone that principal does not interact directly to students in the classroom. Principal does not teach. Principal influences student achievement indirectly and it is broad. If the teachers well perform in the class, this will correlate to student achievement. Based on these facts, therefore can be concluded that principal has strong influence on student achievement, but it intervening variable (Sun & Leithwood, 2015).

It has been stated that leadership acts to student achievement from various cultural settings around the world members of TIMSS and PISA. Of course, there is detail exception. Charismatic leadership style or basis leadership value demonstrates a distinctive and significant between TIMSS and PISA groups for Reading and Mathematics. Autonomy oriented-leadership shows different significantly between groups on PISA-Reading and PISA-Mathematics (Melton et al., 2013).

The role and influence of principal on student achievement clearly embedded into school by creating school culture and climate. Healthy school climate is able to take students **15** maximal student achievement. School culture reflects high education standard **is the direct influence of the leadership on student achievement from** affective perspective (Karadağ et al., 2017). These findings are in a line on the affective, psychomotor, and cognitive domains.

5. CONCLUSION

School leadership is embedded in the principal personally. The application of decision making style depends on how comprehend on himself on the variants of leadership styles. The leadership style implemented by a leader is influenced by many and complex factors like demography where he leads. One of the most popular leadership styles is transformational leadership which is based on transactional leadership associated with rational decision making style. Such a leadership can lead to effective schools. This makes sense because this leadership shares authority and responsibility which can be perceived as the form of empowering people. This requires principal to be good in communication skill in build harmonious relationship with all stakeholders including students, staff members, teachers, school committee, and local governments. All these supporting elements of schools will function well if the principals can capitalize those elements to be sources that increase effective schools.

The influence of leadership on student achievement can be said directly influence. If some experts said that the influence is not directly because of what aspect and how they measure. If the measurement is from cognitive domain, the influences intervening variable because principal does not teach in the classroom. While if it is from affective domain the influence is directly because principal is the architect of a good and conducive school climate and culture. Where the affective domain cannot student get through teaching but it through modeling and refraction.

6. RECOMMENDATIONS

These recommendations are addressed to educational stakeholders such as Educational Quality Assurance Board, local governments, parents, and school principals.

- 1) Mastering leadership theory should be integrated with managerial knowledge and organizational behavior. This combination is good to run leadership in educational institution both private and public school.

- 2) Governmental element which handles Principalship should be prudent especially in reshuffling as this is evident that schools tend to decrease teacher performances and student performances.
- 3) The ability of the principal in identifying the potential stakeholders will correlate to an effective school. Therefore, there should be proactive in helping the principal to accelerate at least one effective school component. Having one effective school component will help generate other school components to be effective (multiplier effects).
- 4) There should be a proactive approach in creating and facilitating principals to perform well. Principals should carry on the mission to prepare the next generation with the quality needed to care of all components. Everyone should present awareness that this mission belongs to all stakeholders, and dare to train, to listen to others, and listen to what one says not to who says.

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