

## Strengthening Educational Administration: Organizational Capacity Development Strategy Framework

Sahidin<sup>A</sup>, Didi Turmudzi<sup>B</sup>, Soleh Suryadi<sup>C</sup>

### Abstract

This research aims to determine the Organizational Capacity Development Strategy for Providing Junior High School Education within the Pasundan Primary and Junior Secondary Education Foundation in Greater Bandung." The research method used is descriptive qualitative and explores the behaviour of the object under study to find an in-depth picture of the object under study. The theory is used as an approach to the research problem with primary data sources and secondary data through observation, documentation analysis, in-depth interviews and data validity using triangulation techniques, checks, rechecks and confirmation between observation results, documentation analysis and interview results. The results of the research show that the development of organisational capacity for providing education at Pasundan Junior High Schools within the Pasundan Elementary and Middle School Education Foundation throughout Greater Bandung is not effective, both at the system level and at the institutional/institutional level due to a lack of utilising the strengths and opportunities of school organisations. There are new things in this research from the research gap, namely the development of organisational capacity for the provision of junior high school education in the Pasundan Primary and Junior Secondary Education Foundation environment throughout Bandung, determined by the dimensions: system, institution/institution, and individual/personal, and also by dimensions work culture, commitment, leadership and work network. Substantially, the results of this research strengthen and modify the theory of organisational capacity development to be effective in the implementation of education in Pasundan Junior High Schools throughout Greater Bandung.

**Keywords:** *Development, Organizational Capacity, School, Education, Strategy.*

### INTRODUCTION

Increasing organisational capacity in managing education is crucial considering the dynamics of the educational environment, which continues to change, especially along with advances in science and technology (Budiharso & Tarman, 2020; McLeod & Dulsky, 2021). There are problems within the Pasundan Elementary and Middle School Education Foundation; these efforts have not reached optimal levels, especially in creating educational services that are relevant to the future

<sup>A</sup>Universitas Pasundan, Bandung, Indonesia, Email: [sahidin1262@gmail.com](mailto:sahidin1262@gmail.com)

<sup>B</sup>Universitas Pasundan, Bandung, Indonesia

<sup>C</sup>Universitas Pasundan, Bandung, Indonesia

and modern. This deficiency indicates a lack of focus on developing school capacity, which should focus on increasing the capabilities of individuals, organisations, and systems to carry out their functions more effectively and efficiently.

Organisational capacity development in the education sector should be fully integrated with overall educational management in schools, including the application of learning technology and optimising the roles of individuals, organisations and systems to support school progress (Karacabey et al., 2022; Valdez-Juárez & Castillo-Vergara, 2021). This is still far from expectations due to the weak school development strategy by the organisation, which results in a lack of mastery of learning technology and a lack of systems that support achieving modern, effective and quality school management, challenges from the global internal and external environment are increasingly increasing. Difficulty. The strategy for developing school organisational capacity aimed at Pasundan Middle School needs to be strengthened in order to overcome changes and challenges in the implementation of education (Fernandez & Shaw, 2020; Kartini et al., 2020). This makes the strategy for developing school organisational capacity a very urgent priority.

Capacity development is an important force in advancing schools, functioning as a tool in solving problems and formulating and setting ideal goals for school organisations. It also aims to outline and expand development efforts to increase the efficiency and effectiveness of school organisations (Lunenburg & Ornstein, 2021; Özdemir et al., 2020). Capacity refers to the readiness and strength possessed by organisational members, the systems used, and the organisation itself to carry out tasks appropriately and quickly. Capacity development is an effort by an organisation and its members to find solutions to the problems they face. According to (Hallinger, 2020), capacity building includes various strategies aimed at increasing the efficiency, effectiveness and responsiveness of government performance. According to (Diem & Welton, 2020), the concept of organisational capacity is traditional organisational capacity development, which places more emphasis on human resources and organisational structure. Organisational capacity includes not only aspects of human resources and organisational structure but also financial resources, infrastructure, and an assessment of leadership in the organisation in today's developments.

Organisational capacity development can be considered in line with the concept of institutional development because both have similarities in efforts to improve organisational capabilities. According to (Mahoney et al., 2021), organisational or institutional development involves elements within it such as resources (staff members, infrastructure, technology, finance) and management (strategic leadership, programs, process management, networks, connectedness). In simple terms, schools that lack sufficient capacity or ability will experience difficulties in carrying out sustainable improvements

effectively, to explain operationally what is meant by capacity and how it can be mapped, (Kwan, 2020) and (Karakose et al., 2021) explain that organisational capacity is the ability of an organisation to accept goals and achieve them in accordance with the equipment that has been determined as a condition for achieving that goal.

There is a phenomenon that shows that the strategy for developing organisational capacity in providing education at Pasundan Junior High School in the Greater Bandung area is not working effectively in this research. This can be observed from the disagreement between the desired vision, mission, strategy, goals and values and school development management practices, causing schools in the Pasundan Middle School area in Greater Bandung to not operate optimally. The impacts include problems in student recruitment or New Student Admissions (PSB), disrupted learning processes, and a decline in the overall quality of educational services. This is due to the lack of an effective organisational capacity development strategy at Pasundan Middle School in the Greater Bandung area.

Many Pasundan junior high schools only set a school vision as a mere formality; their strategic plans do not have a clear direction and are not even used as guidelines for educational management. As a result, schools only carry out routines without understanding the meaning of implementing school management activities. Educational results are instantaneous, and students only focus on achieving grades, while educators only teach material without providing in-depth understanding. This is not in accordance with the principles stated in the National Education Law no. 20 of 2003, articles 1 and 3, which emphasise the function and objectives of education as a whole. Apart from that, Pasundan Junior High School in the Greater Bandung area cannot compete with other private schools that are considered superior.

The relationship between student satisfaction with the use of digital media at school and student academic achievement is also strengthened by research from (Azorín et al., 2020; Werdhiastutie et al., 2020) and (Mukhamedov et al., 2020). These findings cannot definitively show that the adoption of information technology is a direct cause of increased student academic performance, especially in the context of increasing Computer Based National Examination (UNBK) scores. One argument that is still being debated is whether schools that have independent information technology facilities basically have higher quality education or whether schools that do not have IT facilities tend to be in remote areas with less than optimal access to education; further research is needed. to confirm or refute these arguments.

Based on the results of initial research, there are indicators of the problems described above that the strategy for developing the capacity of educational organisations at junior high schools) within the Pasundan Primary and Secondary Education Foundation has not been effective, with the problem indicators as follows: There is a lack of management planning strategies in the education sector that aim to improve education management and overcome the challenges faced in

connection with environmental developments, the rapid development of information and communication technology, as well as organisational, individual and system capabilities in providing sophisticated and modern education at the system level. The concept of the school capacity development strategy is not optimal, so responses to changing situations and developing conditions are not effective; this causes school organisations to have difficulty in re-adapting the education management system, which in turn affects the quality of educational services is not systemic, and is not integrated with the strategy, planning and existing strategic plans (Bagwell, 2020a, 2020b; Leithwood, Harris, et al., 2020).

There are indications of a decline in quality at Pasundan Middle School; grades B, C, D, and E are at the institutional/organisational level. This means that the majority of schools have not yet achieved a grade "A", the vision, mission, strategy and characteristics of each school are not in line, and the weak development of school organisations that cannot be measured makes schools of poor quality. Even though schools carry the values of local cultural entities, they are less prepared to face VUCA (Volatility, Uncertainty, Complexity and Ambiguity), which means that the world is now changing very quickly and unexpectedly, influenced by many factors that are difficult to control, and truth and reality are very subjective.

It is known that there are weaknesses in the performance of human resources, both teaching staff and educational staff. Hence, students are not yet optimal in mastering digital/internet technology in education management at the individual level. The method of implementing learning by teaching staff is less effective, and this is triggered by several factors: the strategy used is not appropriate, the performance of the leadership, and the mastery of technology and learning methods are not up to date. The specific reason for researching the development of school organisational capacity is because the issue of education is a strategic issue related to the future of the nation's generation, in line with the independence mission stated in the fourth part of the Preamble to the 1945 Constitution: "to make the life of the nation intelligent". Apart from providing support to achieve levels of intelligence and prosperity, this research also aims to ensure improvement in the quality of educational management in quality schools.

## **LITERATURE REVIEW**

### **Public Administration Studies**

(Shahi et al., 2020) states that within the broad scope of the study of public administration science, many experts have concluded that this time is referred to as the era of contemporary public administration science. Contemporary public administration reviews theoretical developments and empirical dynamics in several countries, including Indonesia, which are marked by the evolution of the administrative paradigm, starting from the Old Public Administration

era (1887-1987), then the emergence of the new public management concept in 1971, which continued to develop until the emergence of the concept of reinventing government in 1992, and is currently developing into a new public service concept. Public administration aims to make the administrative system an agent of change to ensure political equality, social justice and economic growth (Mohamed Hashim et al., 2022). The reasons for administrative reform include the weak institutional potential of the apparatus, as evidenced by services that still give rise to injustice, where upper-class people receive better service, as well as the slow pace of innovation because the organisation is conservative and resisted change initially.

The state administration has experienced rapid theoretical and paradigmatic development; various contemporary theories in the study of state administration have emerged in an effort to criticise and enrich classical theories such as organisational theory and bureaucracy. The study of public administration or state administration is closely related to the disciplines of political science, government science, sociology and law, in line with scientific advances and social dynamics that continue to move forward rapidly (Gallos & Bolman, 2021; Hanafi et al., 2021).

### **Study of Strategy**

According to (McNair et al., 2022), strategy is a method for achieving long-term goals. (Kalkan et al., 2020) outlines various business strategies, such as geographic expansion, diversification, acquisition, product development, market penetration, employee rationalisation, divestment, liquidation and joint ventures. (AlHamad et al., 2022) define strategy as an integrated and broad plan that links a company's strategic advantages with environmental challenges, with the aim of ensuring the achievement of company goals through proper implementation by the organisation.

Strategy is the process of determining plans by top leaders that are focused on the long-term goals of the organisation and designing ways or efforts to achieve them. Meanwhile, specifically, strategy is an incremental and sustainable action carried out based on customer expectations in the future. Strategy starts from what can happen and not from what has already happened, given the speed of new market innovation and changing consumer patterns (Alayoubi et al., 2020; Leithwood, Sun, et al., 2020).

Strategy formulation, according to (Admiraal et al., 2021), involves several steps. First, identify the future environment and establish the company's mission to achieve the vision in that environment. Second, carry out an analysis of the internal and external environment to measure the strengths, weaknesses, opportunities and threats that the company will face. Third, formulate key factors for strategic success based on previous analysis. Fourth, set measurable goals and targets and evaluate alternative strategies by considering external resources and conditions. Fifth, choose the most appropriate strategy to achieve short-term and long-term goals. Strategies can be

divided into several types, such as integration strategies (forward, backwards, and horizontal), intensive strategies (market penetration, market development, and product development), diversification strategies (related and unrelated), and defensive strategies (downsizing, divestment), and liquidation), Michael Porter emphasises three general strategic cornerstones: cost leadership, differentiation, and focus.

### **Organisational Capacity Development**

(Liu et al., 2021) explains capacity development through a summary of theoretical concepts quoted from several experts, as follows: Capacity development, better known as capacity development or capacity building, has various definitions. (Alam, 2021) define capacity building as increasing the ability of public organisations, both independently and in collaboration with other organisations, to carry out appropriate tasks. (Gupta et al., 2020) describe capacity development as "a continuous process of improving an organisation's ability to carry out its functions and achieve its goals, as well as learn and solve problems." This concept highlights an organisation's ability to achieve goals, learn, and solve problems.

(Dzhengiz & Niesten, 2020) define capacity building as a process that increases the ability of individuals, groups, organisations, or systems to achieve better goals or results. (Heng & Sol, 2021) sees capacity building as a process or series of activities to make changes at the individual, group, organisational or system level to strengthen the ability of individuals and organisations to adapt to environmental changes. Both opinions emphasise the level at which capacity development occurs and its process orientation. From several expert opinions, capacity development studies are generally agreed to focus on individuals and organisations, although there are slight differences in broader dimensions.

At a micro level that focuses on individuals and groups as collections of individuals, capacity development aims to provide professional and technical resources (Putra et al., 2020). This concept is supported by (Beauchamp et al., 2021), who reveal that professionalisation can increase the capacity of public organisations by providing clear skills, supportive education and training, as well as high ethical standards. At the individual level, aspects of skills, education, training and ethical standards are important criteria. This indicator of professionalism is closely related to individual performance and the effectiveness of organisational performance (Firsova et al., 2020). The focus of capacity development is on management systems that aim to improve performance in specific tasks and functions at the meso level, namely the organisation. (Firsova et al., 2020) emphasises achieving organisational effectiveness through three aspects, namely mission or public orientation, leadership, and task or work environment design.

The focus of capacity development is on studying institutions or systems that exist at a broader macro level, such as the level of institutional reform or national institutions. According to (Sh et al.,

2020), the expected results of capacity strengthening are the strengthening of individuals, organisations and communities, the formation of capacity development models and programs, and the establishment of synergy between actors and institutions. Capacity development is an effort to adjust policies, reform institutional structures and organisational culture, modify procedures and coordination mechanisms, improve the skills and qualifications of human resources, and change individual value systems and attitudes in response to the demands and needs of implementing regional autonomy that is more democratic for prosperity (Day et al., 2020; Muralidharan & Singh, 2020). Developing regional government capacity means efforts to adapt, reform, and modify all policies, regulations, procedures, and work mechanisms, as well as improving the skills and qualifications of personnel so that educational organisations are able to carry out educational management in accordance with the needs and developments of the strategic environment (Muralidharan & Singh, 2020).

## METHOD

The research method applied in this study is a descriptive method with a qualitative approach. This research aims to provide a comprehensive and in-depth picture of the object under study, starting from existing phenomena without being based on the theory to be tested but using theory as an approach to the research problem.

SWOT analysis is used as a method for evaluating the internal and external conditions of an organisation, which then becomes the basis for designing strategies and work programs. Internal analysis involves evaluating strengths and weaknesses, while external analysis involves opportunities and threats. The approach that will be used in the SWOT analysis is the SWOT matrix with a qualitative approach as developed by Kearns (in (Anwar et al., 2020)), which divides the analysis into eight boxes, with the top two boxes showing external factors (Opportunities and Threats) and the two left boxes showing internal factors. (Strengths and Weaknesses). The other four boxes show strategic issues that arise from the interaction between internal and external factors.

**Table 1. Kearns SWOT Matrix**

<b>EXTERNAL</b>	<b>OPPORTUNITY</b>	<b>THREATS</b>
<b>INTERNAL</b>		
<b>STRENGTH</b>	Comparative Advantage	Mobilisation
<b>WEAKNESS</b>	Divestment/Investment	Damage Control

The description of Table 1 is explained in the following paragraph:

**Comparative Advantages Cell:** This cell is a meeting of two elements of strength and opportunity, thus providing the possibility for an organisation to develop more quickly.

**Mobilisation Cell:** This cell is an interaction between threat and force. Efforts must be made to mobilise resources that constitute the organisation's strength to mitigate threats from outside and then even turn the threat into an opportunity.

Divestment/Investment Cell: This cell is an interaction between organisational weaknesses and external opportunities. Situations like this provide a choice in a blurry situation. The opportunities available are very attractive but cannot be exploited because the existing forces are not enough to work on them. The choice of decision taken is to give up existing opportunities to be exploited by other organisations or force them to work on those opportunities (Investment).

Damage Control Cell: This cell is the weakest condition of all cells because it is a meeting between the organisation's weaknesses and external threats. The wrong decision will bring major disaster to the organisation; the strategy that must be taken is damage control (controlling losses) so that they do not become worse than expected.

## **RESULT AND DISCUSSION**

The findings of this research explain efforts to increase organisational capacity in providing education at Pasundan Junior High School, as well as factors that contribute to the lack of effective organisational capacity development. Effective strategies in increasing organisational capacity for providing education in junior high schools in the Pasundan Elementary and Middle School Education Foundation area in Greater Bandung are also discussed in this research:

### **Capacity Development of Education-Providing Organizations**

Developing the organisational capacity to provide education at Pasundan Middle School in the Greater Bandung area is a strategy that aims to strengthen the organisation as a whole in producing goods and services in the long term. The goal is to build school-wide resources to increase productivity and innovation, which in turn will result in increased profitability and efficiency.

The basic concept of organisational capacity development is focused on business planning to organise top-level management both at the Foundation level as an education provider and at the school level that is part of the YPDM Pasundan environment; the aim is to create changes in education management and increase the effectiveness of school organisational governance. Based on field data analysis, the organisational capacity to provide education at Pasundan Junior High School within the Pasundan Greater Bandung Elementary and Middle School Education Foundation can be assessed based on school quality, which can be categorised into several types as an indicator of school development. This type of school is reflected in the table as follows: 1) A total of 3 schools of type / Garade: B; 2) A total of 8 schools of type / Garade: C; c) A total of 7 schools of type / Garade: D; and d) A total of 6 schools of type / Garade: E.

The condition of the quality of Pasundan Middle School in the Greater Bandung area based on quality standards is still not optimal. It is known that as many as 21 junior high schools fall into the "C, D, E" category, while only 3 junior high schools fall into the "B" category. This indicates that the management of education has not yet reached the

optimal level, both from the perspective of the system level, institutional level and individual level:

### 1. System Level

Various types of intervention are related to policies from the Central or Regional government, such as intervention from the government to the Pasundan Primary and Secondary Education Foundation (YPDM) as well as to schools at the system level. Examples include policies regarding National Education Standards (SNP), School Operational Assistance Funds (BOS), zoning, and reporting basic teacher data (Dapodik) from schools to the Bandung City Education Office. Interventions are also carried out by the Foundation to schools to ensure strategies, compliance with Foundation rules, achievement of objectives, and the use of relevant information and communication technology facilities in setting up the school's internal management system led by the Principal and Deputy Principal with the participation of related educational staff both in academic and non-academic fields.

Pasundan Middle School has not yet fully implemented education management according to school needs, so coordination with the Pasundan Foundation is very important. The Education Policy established by the Pasundan Elementary and Middle School Foundation (YPDM) must be implemented by all Pasundan Middle School units, including in terms of the educational financial system between the school and the Foundation, which is regulated in the Foundation's regulations. These various policies support the achievement of school goals, including the determination of General Goals and Specific Goals, which include facilities and infrastructure standards, cost management, administration, accountability, and school management in accordance with the SNP. In optimising school information technology system interventions, there are differences in the provision of information technology facilities in each school. Type "A and B" schools generally meet these needs. In contrast, type "C, D & E" schools still do not fully fulfil them due to deficiencies in meeting school facilities and infrastructure related to information technology.

### 2. Institutional Level

At the Institutional or Institutional level, there is intervention from external organisations, such as Regional Government intervention towards the Pasundan Junior High School in the Greater Bandung area in accordance with the administrative area, both at the Regency and City levels. This includes aspects such as recruitment of teaching and educational staff, standardisation of school administration, and structuring of organisational structures. Internally, the Pasundan Primary and Secondary Education Foundation (YPDM) also intervenes in structuring the school's organisational structure in accordance with established provisions. Schools, as formal organisations in the field of education, have a structure that allows them to interact and carry out roles according to their position.

The decision-making process in school organisations is divided into two authorities, namely decisions involving all schools under the

Foundation and technical decisions taken by the Principal. All schools implement procedures and work mechanisms at Pasundan Middle School, but some require coordination with the Foundation as the education provider. These processes are regulated by Government Regulations, including in PP Number 4 of 2022, which aims to ensure the quality of education, especially in relation to teaching staff, educational staff and school management based on the principles of School-Based Management (SBM).

There are instruments needed for school management, such as curriculum and teaching, student affairs, finance, and school relations with the community in the context of government policy. PP Number 4 of 2022 amends previous Government Regulations, including PP Number 57 of 2021, to improve national education standards. The PP establishes 8 national education standards, such as standards for content, process, assessment, competency of graduates, educators and education personnel, facilities and infrastructure, management and financing. Pasundan Middle School in Bandung Raya establishes relationships or networks with other organisations, including the community, with the aim of improving the quality of education, learning and children's growth at the institutional level. Collaboration with the government, private sector and society aims to improve the quality of life and build synergy in supporting educational goals.

### 3. Individual/Personnel Level

The organisation of the Pasundan Junior High School in the Greater Bandung area is generally strongly influenced by the educational environment, which also determines the effectiveness of academic services, learning processes and educational outcomes of students, teachers and education staff at the individual level. Its relationship with students, finance, facilities, and infrastructure is also in line with government policies stated in Government Regulation No. 4 of 2022 concerning National Education Standards, which is a reference for the quality of education.

The role of individuals is very important in determining the strength of school capacity, including the managerial role of principals, teachers and homeroom teachers in strengthening the capacity of educators and educational staff. This includes aspects of competence and professionalism, such as teacher and principal certification at the individual level. The principal's role as a leader involves personality, knowledge of educational staff, school vision and mission, decision-making abilities, and communication skills. Meanwhile, teachers must demonstrate professional integrity, collect information about students to guide and develop them and demonstrate care, responsibility and encouragement of creativity in the learning process. Many schools still have not achieved an "A" rating and have obtained "Grades" B, C, D, and E based on National Education Standards achievements. The Pasundan Primary and Secondary Education Foundation prepared this assessment.

The organisational capacity of providing education at Junior High Schools within the Pasundan Greater Bandung Elementary and Middle School Education Foundation is as follows;

1. Effective dimensions for developing organisational capacity in providing education at Junior High Schools in Pasundan throughout Greater Bandung, namely at the institutional/institutional level and at the individual or personnel level. In general, organisations or Pasundan school institutions throughout Greater Bandung are quite effective because the organisation can also be measured by: 1. Clarity of the goals to be achieved. 2. Clarity of strategy for achieving goals. 3. Strong process of analysis and policy formulation. 4. Careful planning.
2. Dimensions that are not effective in developing the organisational capacity of providing education at Junior High Schools in Pasundan throughout Greater Bandung, namely at the system level dimension. Because it is found in most PMP Pasundan, especially in "Grade: C, D, E", so the school classification does not yet have a good and quality education management system. At the Individual Level, namely lack of mastery of organisational skills, especially in learning activities, lack of mastery of science and technology, namely mastery of 1) Learning Technology; 2) less able to explain something difficult/complex. 3) delays in service. Apart from that, there are conflicts which can result in (1) interpersonal communication being hampered, (2) cooperation within the organisation being hindered, (3) production and distribution activities being disrupted, (4) the emergence of mutual suspicion, misunderstandings and intrigue, (5) Individuals in conflict can feel anxious, depressed, apathetic, (6) differences in traits, values and perceptions, (7) interdependence of tasks, (8) low salary/income system that is not sufficient for living costs.

### **Factors that Cause Capacity Development in Education-Providing Organizations**

Several factors influence the development of organisational capacity in providing education in junior high schools under the Pasundan Elementary and Middle School Education Foundation in the Greater Bandung area, which includes internal and external factors:

1. Internal Factors: Improvements to the school administration system mechanism need to be carried out, including the leadership and performance of the principal as a manager, the performance of teaching and education staff, commitment, competency of human resources in schools, communication, coordination, school framework, school work system, and existing regulations. Organise school organisational activities.
2. External Factors: Lack of optimisation of networks and partnerships can limit school capabilities. Network and partnership development must be based on the principles of good

education management, such as transparency, accountability, democracy, participation and community empowerment.

Capacity development refers to the process by which individuals, groups, organisations, institutions and communities improve their abilities in the school environment both from within and from outside. This involves strengthening organisational resources individually and collectively to carry out functions, solve problems, and achieve their goals independently, with the aim of progressing Junior High Schools under the Pasundan Elementary and Middle School Education Foundation in the Greater Bandung area. Environmental factors are key to the success of schools in managing the institutions and systems they develop, as well as in efforts to develop organisational capacity in providing education in the environment.

### **Effective Organizational Capacity Development Strategy for Providing Education**

The strategic position of developing organisational capacity for providing education at Pasundan Junior High School in the Greater Bandung area was identified as being in quadrant 2 (two) in the analysis. This indicates that developing the organisational capacity to provide education in these schools has significant power in increasing the organisational capacity to provide education at Pasundan Junior High School in the Greater Bandung area.

Based on the description of the condition of organisational capacity development providing education at the Pasundan Junior High School in the Greater Bandung area, this information was then integrated by the researcher into a SWOT table analysis as follows:

**Table 2. Strength (Comparative Advantage) and (Strategy Mobilization)**

<b>(S) Strength</b>	<b>(S) + (O) (Comparative Advantage)</b>	<b>(S) + (T) (Strategy Mobilization)</b>
1. Law of the Republic of Indonesia no. 20 of 2003 concerning the national education system Law no. 20 of 2003 concerning the National Education System Article 57 paragraph (1) and paragraph (2). 2. Government Regulation no 4 of 2022 concerning National Education Standards. 3. Minister of Education and Culture Regulation No. 5 of 2022 concerning Graduate Competency Standards. 4. National Education	<b>Optimising Strength (S) and getting Opportunities (O) with strategies:</b> 1. Evaluate and revise UKK regulations that are no longer appropriate to conditions in the field. (S: 1,2,3,4,9,13) 2. Give authority to schools for socialisation and information in dealing with accreditation 3. Carry out relevant collaborative innovations. 4. Building commitment with	<b>Using the Strengths (S) you have and overcoming Threats (T) with Strategy:</b> 1. Be consistent Implementing Education policies (S: 1,2,3,4. T: 1,2,5,6) 2. Optimization of policy dissemination within schools, communities & foundations (S: 2,3,4,5. T: 3,4,6,7) 3. Improve the ability to implement policies related to National Education standards (S: 8,11,12. T: 1,2,3,6,8) 4. Increase collaboration with stakeholders (2,5,6,7)

<p>Standards Agency (PSNP) in 2022 concerning Standard Operational Procedures.</p> <p>5. Bandung City Regional Regulation Number 2 of 2018 concerning Management and Implementation of Education.</p> <p>6. the Education Management and Implementation policy aims to improve the quality of graduate competency.</p> <p>7. Accredited School Status.</p> <p>8. The existence of educational/learning facilities and infrastructure.</p> <p>9. There are educational facilities.</p> <p>10. Autonomy in Educational Governance.</p> <p>11. Pasundan Middle School, which meets National Education Standards.</p> <p>12. Middle school that meets the standards, type and class of school</p> <p>13. Learning implementation time.</p>	<p>the Government and community.</p> <p>5. The quality of education must be improved in a planned and periodic manner. (6,7,10,11)</p> <p>6. Foundation support, school community environment (7,8,11)</p> <p>7. Building a collaboration program with stakeholders (4,5,7,8,11,12)</p>	
----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

Source: Research Data Processing 2024

Based on Table 2 regarding Strength, (Comparative Advantage) and (Strategy Mobilization), efforts can be made to optimise Strength (S) and obtain Opportunities (O) called the Comparative Advantage cell strategy. You can also make strategic efforts by using Strengths (S) possessed and overcoming Threats (T) with a strategy developed, which is called Strategy Mobilization. Furthermore, to find out strategic steps based on Weaknesses (W) can be seen from the table as follows:

**Table 3. Weakness, (Divestment/ Investment), (Damage Control)**

<b>(W) WEAKNESS</b>	<b>(W) + (O) (Divestment/ Investment)</b>	<b>(W) + (T) (Damage Control)</b>
<ol style="list-style-type: none"> <li>1. Implementation of education policy is not yet fully in accordance with its implementation</li> <li>2. Implementation of educational policies is not yet fully in line with increasing graduate competency.</li> <li>3. Education policy objectives have not been fully achieved,</li> <li>4. Weak mastery of Information and Communication Technology (IOT, AI) program facilities.</li> <li>5. Lack of teaching staff who master Learning Technology (IT), which has a negative impact on the quality of graduate competencies.</li> <li>6. The school does not have an innovation strategy for school development</li> <li>7. Financial management is still weak because the school's financial resources come from students</li> <li>8. The principal's managerial weakness in increasing the recruitment of new students,</li> <li>9. Weak methods and strategies for developing school capacity.</li> <li>10.10. There are still many Pasundan junior high schools that have "Grade: C, D, E."</li> <li>11. The weakness of educators is that they do not match their qualifications.</li> </ol>	<ol style="list-style-type: none"> <li>1. <b>Overcoming Weaknesses (W) and Exploiting Opportunities (O) with Strategy:</b> <ol style="list-style-type: none"> <li>1. Efforts to adapt to education policies (W: 1,2, 3)</li> <li>2. Make socialisation and solutions effective. (W:1,3,6)</li> <li>3. Adding technology-based facilities &amp; infrastructure (W.2,4,5)</li> <li>4. Organizing Education Management according to the demands of technological strategy innovation and environmental development (W: 6.7)</li> <li>5. Optimize Strategy by providing learning facilities through government assistance, independence, and cooperation (2,3,6)</li> <li>6. Improving the quality of graduate competencies through technology-based learning strategies (3,4,6).</li> <li>7. Increase Accreditation Score, SNP school type/class (1,3,4,6)</li> <li>8. Make management under the Foundation more effective towards superior educational standards (3,4,6)</li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>1. <b>Overcoming Weaknesses (W) and Overcoming Threats (T) with the strategy:</b> <ol style="list-style-type: none"> <li>1. Develop a Strategic Plan which is adaptive to changes in the school environment (W: 8,10. T: 3,7)</li> <li>2. Improving the Quality of Human Resources for Educators and education Personnel by providing educational facilities (W: 5.11)</li> <li>3. Optimize innovation, collaboration, supervision, corrective action, develop human resources, and complete facilities in line with SNP (W: 4,7,9,10. T: 1,3,5,7)</li> <li>4. Optimization of human resources in mastering information and communication technology in educational services (W: 5.T: 3,5,6)</li> <li>5. Preparation of strategies, SOPs, guidelines, operational guidelines and technical guidelines for education management in UKK schools. (L: 4,6,7,8, 11. Q: 1,3,7)</li> </ol> </li> </ol>

		6. Organizing, coaching, building, and revising the school's vision, mission, strategy, and goals (L: 4,9,10. T: 2,3,5,6)
--	--	---------------------------------------------------------------------------------------------------------------------------

Source: Research Data Processing 2024

Based on the table that describes weaknesses, divestment/investment, and damage control, information can be obtained regarding steps to optimise how to overcome weaknesses (W) and utilise opportunities (O) by connecting weaknesses (W) and opportunities (O), which are known as a divestment/investment strategy.

Based on this explanation, this information can then be integrated into the SWOT table to obtain Internal Strategy Factors and Weaknesses. Internal factors include efforts to utilise strengths (S) and opportunities (O), as well as overcoming threats (T), as listed in Table 4.30. The weaknesses section, as shown in Table 3, includes efforts to overcome weaknesses (W) and take advantage of opportunities (O) called divestment/investment, as well as efforts to overcome weaknesses (W) and face threats (T) or damage control.

Strengths (S) and Weaknesses (W) in the table are then given weights and ratings to determine their magnitude according to field conditions, as well as to determine their position in the SWOT analysis. Based on this explanation, the location of the strategy can be identified, as well as the position between or among the SWOT Analysis cells. It is known that it is located between the strength axis (S) with a rating weight of 1.85 and the threat axis (T) with a rating weight of 4, or in quadrant 2, which, in other words, supports a diversification strategy. To find out the position of strengths (S) and weaknesses, you can see the table as follows:

**Table 4. Internal Factors**

<b>INTERNAL STRATEGY FACTORS</b>	<b>Scale</b>	<b>Ratings</b>	<b>Scale x Rating</b>
<b>STRENGTH</b>			
1. Law of the Republic of Indonesia no. 20 of 2003 concerning the national education system Law no. 20 of 2003 concerning the National Education System Article 57 paragraph (1) and paragraph (2)	<b>0.1</b>	<b>4</b>	<b>0.4</b>
2. Government Regulation No. 4 of 2022 concerning National Education Standards	<b>0.1</b>	<b>4</b>	<b>0.4</b>
3. Minister of National Education Regulation No. 5 of 2022 concerning Graduate Competency Standards	<b>0.05</b>	<b>4</b>	<b>0.2</b>
4. National Education Standards Agency (PSNP) in 2022 concerning Standard Operating Procedures	<b>0.1</b>	<b>4</b>	<b>0.4</b>
5. Bandung City Regional Regulation Number 2 of 2018 concerning Management and Implementation of Education	<b>0.1</b>	<b>4</b>	<b>0.4</b>
6. the Education Management and Implementation policy aims to improve the quality of graduate competency	<b>0.05</b>	<b>4</b>	<b>0.2</b>

7. Accredited School Status (school type/school grade)	<b>0.05</b>	<b>4</b>	<b>0.2</b>
8. The existence of educational/learning facilities and infrastructure	<b>0.05</b>	<b>2</b>	<b>0.1</b>
9. The existence of educational/learning facilities and infrastructure	<b>0.05</b>	<b>2</b>	<b>0.1</b>
10. Autonomy in educational governance	<b>0.1</b>	<b>3</b>	<b>0.3</b>
11. Pasunda Middle School, which meets national education standards.	<b>0.05</b>	<b>2</b>	<b>0.1</b>
12. Middle school that meets school standards, type and grade	<b>0.1</b>	<b>2</b>	<b>0.2</b>
13. Learning implementation time	<b>0.1</b>	<b>3</b>	<b>0.3</b>
<b>TOTAL</b>	<b>1</b>		<b>3.3</b>
<b>WEAKNESS</b>			
1. Implementation of education policies is not yet fully in line with implementation	<b>0.1</b>	<b>3</b>	<b>0.3</b>
2. Implementation of educational policies is not yet fully in line with increasing graduate competency	<b>0.1</b>	<b>2</b>	<b>0.04</b>
3. Education policy objectives have not been fully achieved,	<b>0.02</b>	<b>2</b>	<b>0.04</b>
4. Weak mastery of Information and Communication Technology (IOT, AI) program facilities.	<b>0.1</b>	<b>3</b>	<b>0.3</b>
5. Lack of teaching staff who master Learning Technology (IT), which has a negative impact on the quality of graduate competencies.	<b>0.2</b>	<b>3</b>	<b>0.5</b>
6. The school does not have an innovation strategy for school development	<b>0.1</b>	<b>1</b>	<b>0.1</b>
7. Still weak in financial management because the school's financial resources come from students	<b>0.1</b>	<b>2</b>	<b>0.2</b>
8. The principal's managerial weakness in increasing the recruitment of new students	<b>0.08</b>	<b>2</b>	<b>0.16</b>
9. Weak methods and strategies for developing school capacity	<b>0.1</b>	<b>2</b>	<b>0.2</b>
10. There are still many Pasundan junior high schools that have "Grade: C, D, E."	<b>0.1</b>	<b>1</b>	<b>0.1</b>
11. There is still a lack of productive educational staff in accordance with their qualifications.	<b>0.08</b>	<b>3</b>	<b>0.24</b>
<b>TOTAL</b>	<b>1</b>		<b>2.28</b>
<b>STRENGTHS AND WEAKNESSES</b>			<b>1.02</b>

Source: Research Data Processing 2024

In the internal strategy factors, the strength factor (S) shows a total rating weight of 3.3, while the Weaknesses (W) shows a total rating weight of 2.28. To find out external strategy factors, namely opportunities (O) and threats (T), which are also given rating weights and aligned with existing conditions in the field, which are tabulated as listed in the table as follows:

**Table 5. External Factors**

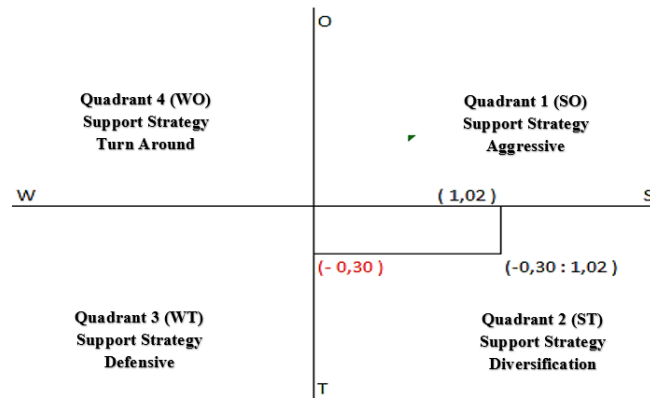
<b>EXTERNAL STRATEGY FACTORS</b>	<b>Scale</b>	<b>Ratings</b>	<b>Scale x Rating</b>
<b>OPPORTUNITY</b>			
1. There is a verification from the City Education Office to determine whether or not the school is suitable for providing education/schools.	<b>0.1</b>	<b>2</b>	<b>0.2</b>

2. Schools that do not yet have national standards are assisted by the Ministry of Education and Culture through the City Education Office.	<b>0.1</b>	<b>2</b>	<b>0.2</b>
3. There is coordination and school collaboration with related agencies, which can increase graduate competency.	<b>0.1</b>	<b>4</b>	<b>0.4</b>
4. 4. There is a Ministry of Education and Culture policy through the City Education Office, which is oriented towards realising quality education in accordance with quality standards	<b>0.1</b>	<b>4</b>	<b>0.4</b>
5. 5. Availability of resources for educators and educational staff, as well as related agencies, in accordance with school needs.	<b>0.3</b>	<b>3</b>	<b>0.9</b>
6. 6. There is cooperation with the Regional Government of Bandung City as well as with the private sector and the community	<b>0.1</b>	<b>2</b>	<b>0.2</b>
7. 7. Support from parents and the school environment.	<b>0.1</b>	<b>4</b>	<b>0.4</b>
8. 8. Strong education providers implemented by the Pasundan Primary and Secondary Foundation (YPDM).	<b>0.1</b>	<b>2</b>	<b>0.2</b>
<b>TOTAL</b>	<b>1</b>		<b>2.9</b>
<b>THREAT</b>			
1. Weak supervision of YPDM	<b>0.15</b>	<b>3</b>	<b>0.45</b>
2. Weak supervision from the Education Department	<b>0.1</b>	<b>4</b>	<b>0.4</b>
3. The school does not have a Capacity Development Strategy	<b>0.1</b>	<b>3</b>	<b>0.3</b>
4. Coordination and cooperation between schools, related agencies, the private sector and the community have not been effective.	<b>0.15</b>	<b>3</b>	<b>0.45</b>
5. There is a Zoning policy from the Regional Government	<b>0.1</b>	<b>4</b>	<b>0.4</b>
6. Lack of assistance with facilities and infrastructure from the Central Government and regional governments.	<b>0.15</b>	<b>4</b>	<b>0.6</b>
7. Education costs are expensive	<b>0.15</b>	<b>2</b>	<b>0.3</b>
8. Lack of public awareness about the importance of education	<b>0.1</b>	<b>3</b>	<b>0.3</b>
<b>TOTAL</b>	<b>1</b>		<b>3.2</b>
<b>OPPORTUNITIES AND THREATS</b>			<b>0.3</b>

Source: Research Data Processing 2024

From the analysis of external strategy factors, it can be seen that the total rating weight for Opportunities (O) is 2.9, while for Threats (T), it is 3.2. Based on Table 4.32 above, it can be seen that it is located between the Strength (S) axis with a rating weight of 1.02 and the Threat (T) axis with a rating weight of -0.30.

A comparison between the Environmental Threat Opportunity Profile (ETOP) and the Strategic Advantage Profile (SAP) shows that their gaps are almost the same. From this gap analysis, the alternative strategy is located in the right quadrant, namely the Diversification strategy. A map of the position of implementing the capacity development strategy for education delivery organisations in Pasundan Junior High Schools throughout Greater Bandung can be seen in the following picture:



**Figure 1. Strategy Power Position Map**

Source: Research Data Processing 2024

The strategic position map for developing the capacity of education delivery organisations in Pasundan Junior High Schools throughout Greater Bandung, as shown in Figure 1 above, shows that the capacity development of education delivery organisations in Pasundan Junior High Schools throughout Greater Bandung is in quadrant 2 (two), which indicates that it has enormous power in increasing the development of organisational capacity for providing education in the school.

The implementation of the strategy for developing the capacity of education delivery organisations in Pasundan Junior High Schools throughout Greater Bandung has enormous strength and is able to overcome existing threats. Intensive and effective supervision and fulfilment of facilities and infrastructure, such as buildings, infrastructure and technology from local government foundations, as well as collaboration with the private sector as stakeholders, have the potential to assist with facilities and infrastructure to optimise towards superior schools with facilities in accordance with National Standards Education (SNP). School coordination and collaboration with relevant agencies or institutions as well as the business world is a strength that can realise hopes of increasing the development of school capacity and graduate competency, which in turn will encourage improvements in the quality of educational management in Pasundan Middle Schools throughout Bandung Raya in accordance with national quality standards.

Opportunities to collaborate with relevant stakeholders and the community also encourage improvements in educational management and the competence of teaching staff and educational staff, as well as increasing the competence of graduates, suppose the strategy for developing organisational capacity for providing education in schools is successful (Nabella et al., 2022; Organization, 2022). In that case, this will have a positive impact on improving the quality of school management and the competence of educators and education personnel so that graduates will be more easily accepted into superior high schools or state vocational schools.

The strength of the organisational capacity development strategy for providing education at Pasundan Junior High School is that it is oriented and focused on efforts to improve the quality of the school both managerially and in the education service process. The development of organisational capacity for providing education in Pasundan Junior High Schools throughout Greater Bandung can be realised by utilising the dimensions of strengthening capacity development, namely:

1. System level, namely intervention in setting work programs and policies in the regional government system so that they can support the achievement of the desired goals.
2. Institutional/institutional level, namely intervention in structuring organisational structures, organisational decision-making processes, work procedures and mechanisms, management instruments, and relationships or networks between one organisation and other organisations.
3. Individual or apparatus level, namely interventions to improve the quality of individual teaching staff and educational staff so that they have skills, knowledge, attitudes, ethics and work motivation so that they are able to carry out good education management.

**Table 6. SWOT Analysis**

No	SWOT	Description
1	<b>STRENGTH</b>	<ol style="list-style-type: none"> <li>1. Law of the Republic of Indonesia no. 20 of 2003 concerning the national education system Law no. 20 of 2003 concerning the National Education System Article 57 paragraph (1) and paragraph (2):</li> <li>2. Government Regulation No. 19 of 2005 concerning National Education Standards,</li> <li>3. Minister of National Education Regulation No. 28 of 2009 concerning Graduate Competency Standards.</li> <li>4. YPDM Pasundan Policy</li> <li>5. education policy aims to improve the quality of education management</li> <li>6. Competence of Education Personnel with graduates</li> <li>7. Accredited School Status</li> <li>8. The existence of educational/learning facilities and infrastructure</li> <li>9. There are UKK standards</li> <li>10. Autonomy in educational governance</li> <li>11. Pasundan Middle School, which meets National Education Standards.</li> <li>12. Middle school that meets school standards, type and grade</li> <li>13. Learning implementation time</li> </ol>

3	<b>OPPORTUNITY</b>	<ol style="list-style-type: none"> <li>1. There is a verification from the City Education Office to determine whether or not the school is suitable for providing education/schools.</li> <li>2. Schools that do not yet have national standards are assisted by the Ministry of Education and Culture through the City Education Office.</li> <li>3. There is coordination and school collaboration with related agencies, which can increase graduate competency.</li> <li>4. There is a policy from the Minister of Education and Culture through the City Education Office which is oriented towards realising quality education in accordance with quality standards</li> <li>5. Availability of resources for educators and educational staff, as well as related agencies, in accordance with school needs.</li> <li>6. There is cooperation with the Regional Government of Bandung City as well as with the private sector and the community</li> <li>7. Support from parents and the school environment.</li> <li>8. Strong education providers implemented by the Pasunda Primary and Secondary Foundation (YPDM).</li> </ol>
---	--------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Source: Research Data Processing 2024

The results of the research regarding the strategy for developing the organisational capacity of Pasundan Junior High Schools throughout Greater Bandung within the Pasundan Elementary and Secondary Education Foundation environment, which has been described above, reveal the results of observations, interviews conducted by researchers, including the process of processing research data carried out in the field, can be seen to exist new things that have not been researched by previous researchers (from a research gap) so that this research gives rise to novelty.

There are additional dimensions that influence how effective organisational capacity development is at Pasundan Middle School, Greater Bandung. This dimension includes work culture, commitment, leadership qualities, and competence. Apart from the system, institutional and individual dimensions, the success of organisational capacity development also depends on integration with these three additional dimensions. Work culture includes the values espoused by the organisation, commitment shows persistence in the organisation's vision and mission, while competencies include the abilities and characteristics required for a particular job. Job networking is also important because it helps build relationships with other people, gain useful opportunities, and increase trust in institutions.

## CONCLUSION

Research on the Organizational Capacity Development Strategy for Providing Education in Junior High Schools within the Pasundan Greater Bandung Primary and Secondary Education Foundation concluded that organisational capacity development in these schools was less effective. This can be seen from the classification of schools, the majority of which are in the low category, and the weak fulfilment of organisational systems such as school facilities and infrastructure,

information technology and managerial management. Internal and external factors also play a role, with internal systems needing improvement and less than optimal working networks and partnerships. An effective development strategy must take advantage of the organisation's strengths and opportunities and pay attention to work culture, commitment, leadership and networks.

## REFERENCES

- Admiraal, W., Schenke, W., De Jong, L., Emmelot, Y., & Sligte, H. (2021). Schools as professional learning communities: what can schools do to support professional development of their teachers? *Professional Development in Education*, 47(4), 684–698.
- Alam, A. (2021). Should robots replace teachers? Mobilisation of AI and learning analytics in education. *2021 International Conference on Advances in Computing, Communication, and Control (ICAC3)*, 1–12.
- Alayoubi, M. M., Al Shobaki, M. J., & Abu-Naser, S. S. (2020). Strategic leadership practices and their relationship to improving the quality of educational service in Palestinian Universities. *International Journal of Business Marketing and Management (IJBMM)*, 5(3), 11–26.
- AlHamad, A., Alshurideh, M., Alomari, K., Kurdi, B., Alzoubi, H., Hamouche, S., & Al-Hawary, S. (2022). The effect of electronic human resources management on organizational health of telecommunications companies in Jordan. *International Journal of Data and Network Science*, 6(2), 429–438.
- Anwar, N., Mahmood, N. H. N., Yusliza, M. Y., Ramayah, T., Faezah, J. N., & Khalid, W. (2020). Green Human Resource Management for organisational citizenship behaviour towards the environment and environmental performance on a university campus. *Journal of Cleaner Production*, 256, 120401.
- Azorín, C., Harris, A., & Jones, M. (2020). Taking a distributed perspective on leading professional learning networks. *School Leadership & Management*, 40(2–3), 111–127.
- Bagwell, J. (2020a). Leading through a pandemic: Adaptive leadership and purposeful action. *Journal of School Administration Research and Development*, 5, 30–34.
- Bagwell, J. (2020b). Leading through a pandemic: Adaptive leadership and purposeful action. *Journal of School Administration Research and Development*, 5, 30–34.
- Beauchamp, G., Hulme, M., Clarke, L., Hamilton, L., & Harvey, J. A. (2021). ‘People miss people’: A study of school leadership and management in the four nations of the United Kingdom in the early stage of the COVID-19 pandemic. *Educational Management Administration & Leadership*, 49(3), 375–392.
- Budiharso, T., & Tarman, B. (2020). Improving quality education through better working conditions of academic institutes. *Journal of Ethnic and Cultural Studies*, 7(1), 99–115.

- Day, C., Sammons, P., & Gorgen, K. (2020). Successful School Leadership. *Education Development Trust*.
- Diem, S., & Welton, A. D. (2020). *Anti-racist educational leadership and policy: Addressing racism in public education*. Routledge.
- Dzhengiz, T., & Niesten, E. (2020). Competences for environmental sustainability: A systematic review on the impact of absorptive capacity and capabilities. *Journal of Business Ethics*, 162(4), 881–906.
- Fernandez, A. A., & Shaw, G. P. (2020). Academic leadership in a time of crisis: The Coronavirus and COVID-19. *Journal of Leadership Studies*, 14(1), 39–45.
- Firsova, A. A., Makarova, E. L., & Tugusheva, R. R. (2020). Institutional management elaboration through cognitive modeling of the balanced sustainable development of regional innovation systems. *Journal of Open Innovation: Technology, Market, and Complexity*, 6(2), 32.
- Gallos, J. V., & Bolman, L. G. (2021). *Reframing academic leadership*. John Wiley & Sons.
- Gupta, S., Drave, V. A., Dwivedi, Y. K., Baabdullah, A. M., & Ismagilova, E. (2020). Achieving superior organizational performance via big data predictive analytics: A dynamic capability view. *Industrial Marketing Management*, 90, 581–592.
- Hallinger, P. (2020). Science mapping the knowledge base on educational leadership and management from the emerging regions of Asia, Africa and Latin America, 1965–2018. *Educational Management Administration & Leadership*, 48(2), 209–230.
- Hanafi, Y., Taufiq, A., Saefi, M., Ikhsan, M. A., Diyana, T. N., Thoriquattyas, T., & Anam, F. K. (2021). The new identity of Indonesian Islamic boarding schools in the “new normal”: the education leadership response to COVID-19. *Heliyon*, 7(3).
- Heng, K., & Sol, K. (2021). Online learning during COVID-19: Key challenges and suggestions to enhance effectiveness. *Cambodian Journal of Educational Research*, 1(1), 3–16.
- Kalkan, Ü., Altınay Aksal, F., Altınay Gazi, Z., Atasoy, R., & Dağlı, G. (2020). The relationship between school administrators’ leadership styles, school culture, and organizational image. *Sage Open*, 10(1), 2158244020902081.
- Karacabey, M. F., Bellibaş, M. Ş., & Adams, D. (2022). Principal leadership and teacher professional learning in Turkish schools: Examining the mediating effects of collective teacher efficacy and teacher trust. *Educational Studies*, 48(2), 253–272.
- Karakose, T., Polat, H., & Papadakis, S. (2021). Examining teachers’ perspectives on school principals’ digital leadership roles and technology capabilities during the COVID-19 pandemic. *Sustainability*, 13(23), 13448.
- Kartini, D., Kristiawan, M., Fitria, H., Negeri, S., & Sugihan, M. (2020). The influence of principal’s leadership, academic supervision, and professional competence toward teachers’ performance.

- International Journal of Progressive Sciences and Technologies (IJPSAT)*, 20(1), 156–164.
- Kwan, P. (2020). Is transformational leadership theory passé? Revisiting the integrative effect of instructional leadership and transformational leadership on student outcomes. *Educational Administration Quarterly*, 56(2), 321–349.
- Leithwood, K., Harris, A., & Hopkins, D. (2020). Seven strong claims about successful school leadership revisited. *School Leadership & Management*, 40(1), 5–22.
- Leithwood, K., Sun, J., & Schumacker, R. (2020). How school leadership influences student learning: A test of “The four paths model.” *Educational Administration Quarterly*, 56(4), 570–599.
- Liu, Y., Bellibaş, M. Ş., & Gümüş, S. (2021). The effect of instructional leadership and distributed leadership on teacher self-efficacy and job satisfaction: Mediating roles of supportive school culture and teacher collaboration. *Educational Management Administration & Leadership*, 49(3), 430–453.
- Lunenburg, F. C., & Ornstein, A. (2021). *Educational administration: Concepts and practices*. Sage Publications.
- Mahoney, J. L., Weissberg, R. P., Greenberg, M. T., Dusenbury, L., Jagers, R. J., Niemi, K., Schlinger, M., Schlund, J., Shriver, T. P., & VanAusdal, K. (2021). Systemic social and emotional learning: Promoting educational success for all preschool to high school students. *American Psychologist*, 76(7), 1128.
- McLeod, S., & Dulsky, S. (2021). Resilience, reorientation, and reinvention: School leadership during the early months of the COVID-19 pandemic. *Frontiers in Education*, 70.
- McNair, T. B., Albertine, S., McDonald, N., Major Jr, T., & Cooper, M. A. (2022). *Becoming a student-ready college: A new culture of leadership for student success*. John Wiley & Sons.
- Mohamed Hashim, M. A., Tlemsani, I., & Matthews, R. (2022). Higher education strategy in digital transformation. *Education and Information Technologies*, 27(3), 3171–3195.
- Mukhamedov, G., Khodjamkulov, U., Shofkorov, A., & Makhmudov, K. (2020). Pedagogical education cluster: content and form. *ISJ Theoretical & Applied Science*, 1(81), 250–257.
- Muralidharan, K., & Singh, A. (2020). *Improving public sector management at scale? experimental evidence on school governance india*. National Bureau of Economic Research.
- Nabella, S. D., Rivaldo, Y., Kurniawan, R., Nurmayunita, N., Sari, D. P., Luran, M. F., & Wulandari, K. (2022). *The Influence of Leadership and Organizational Culture Mediated by Organizational Climate on Governance at Senior High School in Batam City*.
- Organization, W. H. (2022). *Towards a global guidance framework for the responsible use of life sciences: summary report of consultations on the principles, gaps and challenges of biorisk management, May 2022*. World Health Organization.

- Özdemir, G., Sahin, S., & Öztürk, N. (2020). Teachers' Self-Efficacy Perceptions in Terms of School Principal's Instructional Leadership Behaviours. *International Journal of Progressive Education*, 16(1), 25–40.
- Putra, A. S., Novitasari, D., Asbari, M., Purwanto, A., Iskandar, J., Hutagalung, D., & Cahyono, Y. (2020). Examine relationship of soft skills, hard skills, innovation and performance: The mediation effect of organizational learning. *International Journal of Science and Management Studies (IJSMS)*, 3(3), 27–43.
- Sh, M., Toshtemirova, S., Ahmadjonov, B., & Koshanova, N. (2020). Structure and Mechanisms of Action of the Educational Cluster. *International Journal of Psychological Rehabilitation*, 24(07), 8104–8111.
- Shahi, T., Farroksheresht, B., Taghipourian, M. J., & Aghajani, H. A. (2020). Behavioral factors affecting talent management: Meta-synthesis technique. *Iranian Journal of Management Studies*, 13(1), 117–137.
- Valdez-Juárez, L. E., & Castillo-Vergara, M. (2021). Technological capabilities, open innovation, and eco-innovation: Dynamic capabilities to increase corporate performance of SMEs. *Journal of Open Innovation: Technology, Market, and Complexity*, 7(1), 8.
- Werdhiastutie, A., Suhariadi, F., & Partiw, S. G. (2020). Achievement motivation as antecedents of quality improvement of organizational human resources. *Budapest International Research and Critics Institute-Journal (BIRCI-Journal) Volume*, 3, 747–752.