School Leadership Capacity Building Model for School Development and Best Leadership Practice in Indonesia, Kyrgyzstan and Tanzania

Ismail Hussein Amzat[1]

ABSTRACT

Significant attention and a plethora of studies have focused on school leadership capacity due to the direct role that school leadership plays in teacher development and its mediating role in student achievement. Therefore, this research aims to explore school leadership practice and the capacity in Indonesia, Kyrgyzstan, and Tanzania. Besides, the research also explores school development needs for improvement in the above-mentioned countries. In addition, this research examines the relationship between principals' leadership capacity building and school development needs for better and further improvement. This study adopts a quantitative approach by using the existing data collected by the NAMA project and foundation. The sample sizes include schools' principals and deputy principals from different schools in Indonesia, Kyrgyzstan, and Tanzania. This research analyses the data using descriptive analysis to determine the leadership practices, capacity, and school developments. To determine the relationship, this study uses Pearson correlation and the Measurement Model (MM) from SEM. Some recommendations will be made to increase school leadership capacity and school improvement in Indonesia, Kyrgyzstan, and Tanzania.

Keywords: *School Leadership Capacity Building Model, School Development, Leadership*

[1] *Department of Social Foundation & Educational Leadership Kulliyyah of Education, International Islamic University Malaysia*
 Corresponding Author: ihussein@iium.edu.my

INTRODUCTION

School leadership plays a crucial role in elevating the standard, performance, and development of their schools. School's leaders' ability to facilitate collective learning through collaborative and theoretically informed activities is crucial for change processes (Kovačević & Hallinger, 2019; Fullan, 2018; Stoll et al., 2006; Aas & Vennebo, 2023). School leadership can be understood as influencing others to achieve the desired outcomes or goals.

The International Successful School Principalship Project (ISSPP) also demonstrated the cruciality of building leadership capacity for school success and educational sustainability. Building people's personal capacity can be seen as a commitment and dedication to growth, with the sense and hope of contributing to each other's continuous growth. This building requires collaboration and teamwork from teachers and an understanding of the value of professional and community engagement (Ylimaki & Brunderman, 2021).

Leadership is necessary to oversee school development efforts and sustain change in order to increase student learning (Aas & Paulsen, 2019; Bush, 2018; Fullan, 2014; Hargreaves and Shirley, 2012; Mulford & Silins, 2003). School leaders at all levels must actively support school development efforts (Harris & Jones, 2019; Leithwood & Louis, 2012; Leithwood, Sun, & Pollock, 2017; Vennebo, 2015; Aas & Vennebo, 2023).

Virtual professional development (VPD) has been reported to be one of the mechanisms for school leaders to improve their capacity. Irby et al. (2017) proposed that virtual professional development allows school leaders to pursue professional development at their own speed. Through a virtual professional learning community (VPLC), school leaders can improve their leadership abilities and expand their capacity. VPLC connects school leaders with valuable materials and innovative advances in leadership practices. School leaders are encouraged to form collaborative networks and professional communities (Fowler, 2022). Additionally, school administrators (principal and deputies and head of departments) must understand how to assess and enhance their instructors' new methods. To build a community of practice, they must also become learning leaders (Pashmforoosh et al., 2023).

Very little is known about school leadership in Muslim countries. Besides, there is a scarcity of research and studies on exploring school leadership capacity and development in Muslim countries around the world. As a result of this scarcity, this current study contributes to the body of relevant knowledge, especially in the field of school leadership and management. Besides, it contributes when it comes to building

school leadership capacity among school principals or educational leaders. School leadership has been ranked as the second factor that influences student learning and achievement and as the first factor for school development and performance.

Therefore, to support school leadership capacity building for school development for best leadership practice in Indonesia, Kyrgyzstan and Tanzania, this research aims to explore the relationship between school leadership capacity building factors (school life, learning success, culture and values, and parent and community engagement) in selected Islamic schools in Indonesia, Tanzania, and Kyrgyzstan. Moreover, the study also aims to determine the leading factor, best indicator, and predictor among the factors that can be used for further improvement in the selected schools in Indonesia, Tanzania, and Kyrgyzstan. With these objectives, this study is guided by the following research questions:

RQ1: there is an interrelationship between school leadership capacity building factors (school life, learning success, culture and values, and parent and community engagement) in selected Islamic schools in Indonesia, Tanzania, and Kyrgyzstan

RQ2: What is a leading factor, best indicator, and predictor among the factors that can be used for further improvement in the selected schools in Indonesia, Tanzania, and Kyrgyzstan.

Literature Rreview
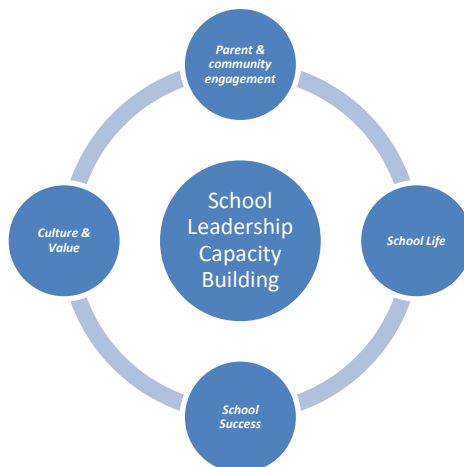*Leadership Capacity Building*
The literature clearly supports the argument that instilling leadership practices and developing educational leaders' competence could be an effective solution to the modern and special needs of educational organisations in the twenty-first century. This important contribution in any educational setting will enable leaders to participate effectively in all tasks and functions and move educational organisations forward in today's rapidly changing environment. Gaining relevant knowledge and skills provides educational leaders with the opportunity to constructively address ongoing challenges in education (Lingam & Lingam, 2016).

Leadership, capacity building, and school improvement offer a new and unique viewpoint on the most pressing issues plaguing today's educational leaders and academics (Dimmock, 2012). A study by Yakabets, Frost, and Khoroshash (2015), which investigated the scope of the initiative and autonomous action of school leaders in Kazakhstan, specifically focused on the capacity-building approach, stating that capacity-building is the key to introducing innovation in all schools. Capacity building involves developing information and skills to improve

practice. For it to be effective, the benefits must spread throughout the organisation (James & Figaro-Henry, 2017).

Systematic educational reform through effective school leadership development programmes in developing countries is essential to improving student learning (Owen et al., 2020). According to their findings, the most important implementation success factors in the schools surveyed were: regular observation of classroom leaders; systematic tracking of student performance; promotion of a positive learning culture; and the establishment of various cooperative processes involving local communities as well as teacher-to-teacher learning groups.

Furthermore, instructional leadership is a very important skill for school leaders. To improve school leadership capacity, it includes leaders working with teachers to improve teaching in a culture of high expectations and by tracking student performance and behaviour, resulting in improved student learning (Hallinger, 2003; Owen et al., 2020). Using this approach is believed to improve student achievement by improving teacher working conditions and school culture (Cruickshank, 2017). Leadership preparation programmes that build foundational skills are essential. It is recommended that key subject areas for development include leaders with knowledge of teaching and learning, curriculum and assessment, effective problem solving, and interpersonal skills (Robinson, 2017; Owen et al., 2020).

Figure 1. Conceptual Framework

Figure 1 presents the conceptual framework of the study. From the figure, it is aimed to know the interrelationship between factors of school capacity building and determine the item or indicator that best represents

the factor. Moreover, it is determined the know the best factor (predictor) that best represents the school capacity building construct.

METHODS
Population and Sampling
This study is quantitative in nature, using data collected by the NAMA Foundation in 2022. The population of this study consists of different Islamic schools in Indonesia, Tanzania, and Kyrgyzstan. The sample sizes consist of school principals and deputy principals from the 31 schools. Teachers voluntarily participated in the research, and teachers' permission was sought before participation. For the sampling procedure, this study uses purposive sampling by determining the sample sizes based on NAMA's deep knowledge about the schools and countries.

Instrumentation & Data Collection
The instrument was self-developed by the NAMA Foundation, and the necessary instrument validation was conducted by consulting the experts before distribution. A survey was used in this study by distributing questionnaires to the school principals and their deputies to evaluate their schools in terms of school life, learning success, culture and values, and parent and community engagement in 31 schools in Indonesia, Tanzania, and Kyrgyzstan. The instrument initially consists of 30 questions with 4 scales: 1 = very little or never, 2 = rarely, 3 = often, and 4 = always. Some items were deleted during the goodness-fit model process. Data were collected by NAMA foundation. Questionnaires were distributed to the respondents and most of the data were collected using face to face methods.

Table 1. The Factors and Items measured in the current Study

School Life	School Success	Culture & Value	Parent & community engagement
There are platforms/formal opportunities for parent and community involvement	I am accountable for improving the standards of teaching and learning.	The school community, teachers and students can learn the skills and have	The school takes steps to ensure that parents know how to support their children with their learning and well-being.

		the ability to achieve excellence.	
Initiatives are in place to support the local community	I communicate the expectations about the quality of teaching and learning to the different stakeholders.	As a leader, you have specific skills and talents that you bring to your leadership role.	Opportunities/platforms have been made available for parent engagement and involvement in school affairs as well as the work of their children.
The school has a SIP that is monitored, progress evaluated and regularly reviewed	Parents play in the learning of their children.	The school and its surrounding community are aware of the values of your school.	Parents are informed of school policies and opportunities to engage with the school.
The SIP and budget plans are linked	The quality of teaching is monitored regularly.	Fairness and integrity are evident in the practice of the school stakeholders.	Funders/Foundations are regularly updated and the necessary documentation regarding school needs are available and communicated.
Emergency/contingency plans are in place in case of a natural	Teachers are given feedback after		The school has sufficient funds to sustain operations.

disaster that disrupts schooling.	observations.	
Improvement/development plans for school facilities are in place.	The school has a Performance Management policy.	The community regards the school with respect and sees the school contributing positively.
Funds are available for improvement plans.	Teaching and Learning Data inform the SIP and Performance Management and Development.	Strategies are in place to communicate the school vision and school needs with the community.
School policies are available, regularly reviewed and shared with stakeholders.	Different kinds of professional development opportunities are available for staff.	
Staff are given opportunities to develop their leadership skills.	Different kinds of professional development opportunities are available for staff. School finances	

	impact on the provision of teacher training and development. Leaders play an active role in staff development.

Data Analysis

This study uses the Measurement Model (MM) using AMOS statistical software to explore the interrelationship between school life, learning success, culture and values, and parent and community engagement, as well as to determine the leading factor(s) that predict school leadership capacity building for improvement in selected schools in Indonesia, Tanzania and Kyrgyzstan. Measurement models are implicit or explicit models that connect the latent variable to its indicators (Bollen, 2001).

Before reporting interrelationship variables and determining best indicator and predictor, model fitness was reported to presenting eight model-fit indices. This is to ensure the fitness of the model before proceeding to the CFA and measurement model.

RESULTS

Demographic Information

Table 1 presents the respondents' demographic information. From the table, 58.33% (n=63) were male respondents while 41.67% (n=45) were female respondents. Making total 108 respondents from Indonesia, Tanzania and Kyrgyzstan participated in this study.

Table 1. Respondents' Demographic Information

Gender	N	%
Male	63	58.33
Female	45	41.67
Total	108	100

Confirmatory Factor Analysis (CFA)

Confirmatory factor analysis (CFA) was conducted to determine the factorial structure and model fit of school leadership capacity building. Indices such as ratio of chi-square two degrees of freedom ($\chi 2/DF$) < 5.0, RMSEA (0.78), CFI=0.93, GFI=0.90, AGFI=0.90, RMR=0.34, IFI=. 0.93, and TLI=0.91 indicated a good model for the construct. Table 2 also presents the item regression weight, and the table shows that all the items are significant from the p value.

Table 2. Item interrelationships, estimate and P-value

Interrelationship		Estimate	S.E.	C.R.	P	Lebel
SLL8 ←	SLL	1.000				
SLL4 ←	SLL	1.018	.159	6.398	.000	par_1
SLL3 ←	SLL	1.245	.170	7.340	.000	par_2
LSL18 ←	LSL	1.000				
LSL16 ←	LSL	1.129	.200	5.650	.000	par_3
LSL15 ←	LSL	1.477	.245	6.032	.000	par_4
LSL14 ←	LSL	.974	.186	5.232	.000	par_5
LSL13 ←	LSL	1.021	.171	5.969	.000	par_6
CVL23 ←	CVL	1.000				
CVL21 ←	CVL	.716	.124	5.792	.000	par_7
CVL20 ←	CVL	.952	.129	7.354	.000	par_8
PCP29 ←	PCP	1.000				
PCP27 ←	PCP	1.342	.231	5.815	.000	par_9
PCP26 ←	PCP	1.331	.216	6.163	.000	par_10

Table 1: Regression Weights for school life, learning success, culture and values, and parent and community engagement items

Measurement Model

RQ1: There is the interrelationship between school leadership capacity building factors (school life, learning success, culture and values, and parent and community engagement) in selected Islamic schools in Indonesia, Tanzania, and Kyrgyzstan.
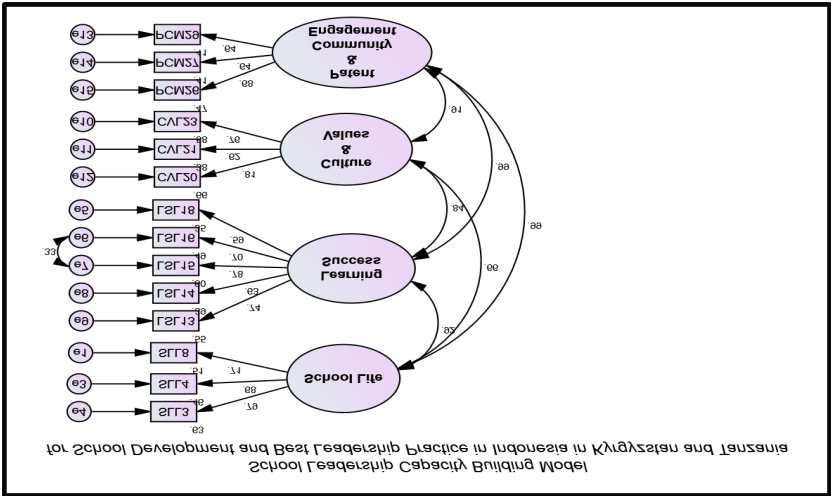
Figure 2. School leadership capacity building Model

Table 2: Standardised Regression for school life, learning success, culture and values, and parent and community engagement

Interrelationship		Estimate
SLL8 ←	SLL	.714
SLL4 ←	SLL	.681
SLL3 ←	SLL	.792
LSL18 ←	LSL	.593
LSL16 ←	LSL	.699
LSL15 ←	LSL	.775
LSL14 ←	LSL	.627
LSL13 ←	LSL	.745
CVL23 ←	CVL	.758
CVL21 ←	CVL	.615
CVL20 ←	CVL	.815
PCP29 ←	PCP	.642
PCP27 ←	PCP	.638
PCP26 ←	PCP	.685

Looking at figure 2 and table 2, this study confirmed the interrelationship between school leadership capacity building factors (school life, learning success, culture and values, and parent and community engagement. Thus, the item loadings are acceptable and related to the factor.

Indicators

Knowing the best indicator is about knowing the item that best represents and contributes to the factor. From the school leadership capacity building model in figure 2 and table 2, item SLL3 (y) *(The school has a SIP that is monitored, progress evaluated, and regularly reviewed)* is considered the best indicator for the "School Life" construct with the factor loading ($\lambda^3 = 0.79$, $\epsilon^5 = 0.63$). For the "Learning Success" construct, item SLS15 (y) *(The school has a Performance Management policy)* is the best indicator with a factor loading of ($\lambda^{15} = 0.78$, $\epsilon^5 = 0.60$).

Item CVL20 (y), (*The school community, teachers, and students can learn the skills and have the ability to achieve excellence*) was the best indicator for the "Culture and Values" construct with a factor loading ($\lambda^{20} = 0.81$, $\epsilon^5 = 0.66$). In relation to the "Parent and Community Engagement" construct, item PCM26 (y) *(Parents are informed of school policies and opportunities to engage with the school)* was the best indicator with a factor loading ($\lambda^5 = 0.68$, $\epsilon^5 = 0.41$).

Predictors (η)

Predictor presents the factor that best presents the construct. Hence, this study aims to know the best factor that contributes to the main construct (school capacity). With reference to Figure 2 and Table 2, the "Culture and Values" construct is considered the best predictor among other constructs for school leadership capacity building (Var ()=8.15). Prediction can be evaluated by looking at the construct in the model with the highest item loading. According to Figure 2 and standardised regression table, the Culture and Values construct leads to the prediction, followed by School Life, Learning Success and the Parent and Community Engagement at the least.

CONCLUSION & RECOMMENDATIONS

Based on the results of the measurement model, this can be said and concluded that, when it comes to school leadership capacity building in the selected schools in Indonesia, Tanzania, and Kyrgyzstan, high emphasis should be laid on building and creating an environment where the school community, teachers, and students can learn and improve their skills as well as their abilities in achieving excellence.

- Thus, school culture and values should be highly prioritised in building and improving school leadership capacity in those schools and countries.
- Besides, school life also plays an important role, especially in creating a system so that school progress can be monitored and evaluated regularly. Adding to that, learning success cannot be

disputed, especially when it comes to performance management policies.

Funding
This research is funded by NAMA foundation in Kuala Lumpur, Malaysia. I show my gratitude for this financial support.

REFERENCES
Aas, M., and J. M. Paulsen. (2019). National Strategy for Supporting School Principal's Instructional Leadership. A Scandinavian Approach. *Journal of Educational Administration* 57 (5), 540–553. doi:10.1108/JEA-09-2018-0168.

Bollen, K. A. (2001). Two-stage least squares and latent variable models: simultaneous estimation and robustness to misspecifications", in Cudeck, R., Du Toit, S. and Sörbom, D. (Eds), *Structural Equation Modeling: Present and Future*, a Festschrift in Honor of Karl Jöreskog, Scientific Software, Chicago, pp. 119-138.

Bush, T. (2018). Transformational Leadership: Exploring Common Conceptions. *Educational Management Administration & Leadership* 46 (6), 883–887. doi:10.1177/1741143218795731.

Cruickshank, V. (2017). *The influence of school leadership on student outcomes*", Open Journal of Social Sciences, 5 (9), 115-123, available at: http://www.scirp.org/journal/jss (accessed 17 October 2019).

Dimmock, C. (2012). *Leadership, Capacity Building and School Improvement: Concepts, themes and impact.* Routledge.

Fowler, C. (2022). *Why administrators need professional learning communities, too. Northwest evaluation association* (NWEA). https://www.nwea.org/blog/2022/why-administrators-need-professional-learning-communities-too

Fullan, M. (2018). *Surreal Change: The Real Life of Transforming Public Education*. New York: Routledge.

Fullan, M. (2014). The Principal. Three Keys to Maximizing Impact. San Francisco: Jossey-Bass.

Hallinger, P. (2003). *Leading educational change and reflecting on the practice of instructional and transformative leadership.* Cambridge Journal of Education, 33 (3), 329-352.

Hargreaves, A., and D.T. Shirley. (2012). T*he Global Fourth Way: The Quest for Educational Excellence*. Thousand Oaks, CA: Corwin.

Harris, A., and M. Jones. (2019). Leading Professional Learning with Impact. *School Leadership & Management*, 39 (1), 1–4. doi:10.1080/13632434.2018.1530892.

James, F., & Figaro-Henry, S. (2017). Building collective leadership capacity using collaborative twenty-first century digital tools. *School Leadership & Management*, 37(5), 520–536. doi:10.1080/13632434.2017.1367277

Kovačević, J., and P. Hallinger. (2019). Leading School Change and Improvement. *Journal of Educational Administration,* 57 (6), 635–657. doi:10.1108/JEA-02-2019-0018.

Leithwood, K., J. Sun, and K. Pollock. (2017). *How School Leaders Contribute to Student Success: The Four Paths Framework*. New York: Springer.

Leithwood, K., and K.S. Louis. (2012). *Linking Leadership to Student Learning*. San Francisco, CA: Jossey-Bass.

Lingam, N., Lingam, G.I. (2016). Capacity Building of Educational Leaders in An Era of Change: The Role of Higher Education Providers. In: Amzat, I., Yusuf, B. (eds) *Fast forwarding Higher Education Institutions for Global Challenges*. Springer, Singapore. https://doi.org/10.1007/978-981-287-603-4_11

Aas, M., & Vennebo, K. F. (2023). Building leadership capacity in school leadership groups: an action research project. *Educational Action Research*, 31(2), 348-365, DOI: 10.1080/09650792.2021.1934710

Mulford, B., and H. Silins. (2003). Leadership for Organizational Learning and Improved Student Outcomes – What Do We Know? *Cambridge Journal of Education* 33 (2), 175–195. doi:10.1080/03057640302041.

Owen, S.M., Toaiauea, T., Timee, T., Harding, T. and Taoaba, T. (2020). School leadership capacity-building: developing country successful case studies. *International Journal of Educational Management*, 34 (10), 1615-1636. https://doi.org/10.1108/IJEM-10-2019-0379

Pashmforoosh R, Irby BJ, Lara-Alecio R and Tong F (2023). Building school leaders' instructional leadership capacity through virtual professional leadership learning communities. *Front. Educ*. 8:1168734. doi: 10.3389/feduc.2023.1168734

Robinson, V. (2017). *Leadership Q and A with Viviane Robinson*. Teacher, available at: https://www.teachermagazine.com.au/articles/leadership-qa-with-viviane-robinson.

Stoll, L., R. Bolam, A. McMahon, M. Wallace, and S. Thomas. (2006). Professional Learning Communities: A Review of the Literature. *Journal of Educational Change* 7 (4), 221–258. doi:10.1007/s10833-006-0001-8.

Vennebo, K.F. (2015). *School Leadership and Innovative Work. Places and Spaces*. [PhD Dissertation]. University of Oslo.

Yakabets, N., Frost, D. & Khoroshash, A. (2015). School leadership and capacity building in Kazakhstan. *International Journal of Leadership in Education*. ISSN: 1464-5092. DOI: 10.1080/13603124.2015.1066869

Ylimaki, R.M., Brunderman, L.A. (2022). Building and Sustaining School Leadership Capacity. In: Ylimaki, R.M., Brunderman, L.A. (eds) Evidence-Based School Development in Changing Demographic Contexts. *Studies in Educational Leadership*, 24. Springer, Cham. https://doi.org/10.1007/978-3-030-76837-9_4