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Research Paper

The Role of Dynamic Managerial Capabilities of School Principals on School Performance through Networking Capabilities and Spiritual Motivation

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Abstract

This study was conducted in the educational settings of the East Java Integrated Islamic School Network (JSIT), encompassing Kindergarten to High School levels. This study examines the impact of dynamic managerial ability, spiritual motivation, and networking ability on school performance across all East Java Integrated Islamic School Network levels. To achieve the research objective, a mixed-methods approach involving quantitative and qualitative interviews was employed. Empirical evidence revealed that the Principal's Dynamic Managerial Ability significantly influences School Performance. Furthermore, Spiritual Motivation has a notable impact both on the Principal's Dynamic Managerial Ability and directly on School Performance. In contrast, while Networking Ability does not significantly affect the Principal's Dynamic Managerial Ability, it does have a marked influence on School Performance. Additionally, Spiritual Motivation and Networking Ability significantly affect School Performance mediated by the Principal's Dynamic Managerial Ability.

Keywords *Principal's Dynamic Managerial Capabilities, School Performance, Networking Capabilities, Spiritual Motivation*

INTRODUCTION

Effective school leadership is crucial for enhancing school performance and ensuring students' academic success (Bal-Taştan et al., 2018). In education, the role of school principals in driving school performance has been widely acknowledged. School principals are responsible for creating an environment that fosters effective teaching and learning, and their leadership plays a crucial role in shaping the overall success of a school. However, the specific capabilities that enable principals to effectively manage schools and enhance performance are still being explored. This study aims to investigate the role of the dynamic managerial capabilities of school principals on school performance, with a particular focus on networking capabilities and spiritual motivation (Andriani et al., 2018; Hourani et al., 2021; Moon et al., 2020).

Dynamic managerial capabilities refer to the ability of school principals to adapt and respond to changing circumstances, challenges, and opportunities in their educational settings (Eisenhardt & Martin, 2000; Helfat & Peteraf, 2003). These capabilities encompass a range of skills, including strategic thinking, decision-making, problem-solving, and resource allocation. Networking capabilities involve establishing and maintaining relationships with various stakeholders such as teachers, parents, community members, and other educational institutions (Singh et al., 2007). Spiritual motivation refers to principals' intrinsic drive and passion for their work, rooted in a sense of purpose and personal values (Juvonen et al., 2019).

Understanding how these dynamic managerial capabilities influence school performance is essential for improving educational outcomes. By examining the impact of networking capabilities and spiritual motivation on school performance, this study provides insights into effective leadership practices that school principals can adopt.

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LITERATURE REVIEW

School Performance

Prawirosentono (1999) defines school performance as the outcomes produced by an individual or group within an educational institution, aligned with their respective roles and responsibilities, aiming to fulfil the institution's objectives in a lawful manner, without breaching legal boundaries and while upholding moral and ethical standards.

Dynamic Management Capabilities

According to Teece (2007), dynamic managerial capabilities refer to a firm's ability to integrate, build, and reconfigure its internal and external resources to identify and exploit new opportunities. Dynamic Capabilities are crucial for organizations as they enable them to effectively manage uncertainty, innovate, and achieve sustainable competitive advantage. In the context of school principles, dynamic managerial capability is about the ability of school leaders to adapt and respond to changing circumstances, challenges, and opportunities. Dynamic management involves skills such as strategic thinking, decision-making, and resource allocation that are critical to effective leadership.

Numerous definitions emerged, each with varying focus. While some authors view dynamic competence as talent, others perceive it as a trait, a competence, or a habit.

Networking Capabilities

The internationalization literature has significantly emphasized relationships and networks in recent years, especially concerning SMEs. This focus stems from the need to address these firms' resource constraints when competing globally. Within this framework, Walter, Auer, and Ritter (2006) define network capability as "a firm's capacity to cultivate and leverage inter-organizational ties to access various resources possessed by external entities."

Spiritual Motivation

Spiritually driven motivation typically stems from a profound connection with one's core beliefs, values, and purpose (Emmons et al., 1998). This connection ignites a passion and inspiration rooted in a quest for personal growth, fulfilment, and alignment with something transcendent. It is essential to recognize that this type of motivation can take diverse forms based on individual beliefs and rituals. While some might find their drive within organized religions, others may be inspired by philosophy, nature, or individual experiences. In essence, spiritual motivation resonates with our innermost being, prompting us to lead lives marked by purpose, genuineness, and a sense of interrelation.

RESEARCH METHOD

This study employed a mixed-methods approach involving both quantitative surveys and qualitative interviews. Using mixed methods can provide a comprehensive understanding of the impact of networking capabilities and spiritual motivation on school performance. Quantitative surveys allow for the collection of numerical data, providing statistical evidence of the relationship between networking capabilities, spiritual motivation, and school performance. On the other hand, qualitative interviews allow for a deeper exploration of individuals' experiences, perceptions, and motivations related to these factors. By utilizing both methods, this study seeks to provide valuable insights into effective leadership practices that school principals can adopt.

School principals from diverse educational contexts will be surveyed to gather data on their dynamic managerial capabilities, networking capabilities, spiritual motivation, and perceived school performance. A subset of participants will also be selected for in-depth interviews to provide

qualitative insights into the proposed relationships' underlying mechanisms.

In this study, testing theoretical and empirical studies made problem formulations then hypothesized, after finding field data then calculated with MPLUS. A population is a group of individuals who represent specific characteristics (Creswell, 2015). The population that will be used in this study is Integrated Islamic schools located in East Java Province from PAUD to SMA levels with details of kindergarten as many as 202 schools, elementary schools as many as 111 schools, junior high schools as many as 47 schools, high schools as many as 15 schools with a total of 375 schools. The reason for choosing this population is based on the fact that previous studies generally used the company population. For novelty in this study, the research population took Islamic-based schools in East Java.

Determining the number of target samples can refer to the Slovin formula, which states that the level of precision set in determining the sample is 10%. If the population is less than 1000, the researcher uses a 10% precision level. If the population in the study was 375 schools, according to the Slovin formula: $N = \frac{N}{(Ne^2+1)}$, the calculation is 375 / (375 (0.01) + 1) = 79. If the population is 375, then according to the Slovin formula, the number of samples obtained is 79.

FINDINGS AND DISCUSSION

Discussion

Average Variation Extracted

Ghozali and Latan (2015) explain that the model is considered good if the average variation extracted (AVE) value is greater than 0.50. The results of this test are to determine the assessment of structural validity by looking at the mean extracted from the variation of the AVE.

Table 1. Average Variant Extracted (AVE)

Variable	Average Variant Extracted (AVE)
(X1)	**0,582**
(X2)	**0,766**
(Z)	**0,577**
(Y)	**0,651**

The test results in the AVE table show that the average extracted variation (AVE) value is greater than 0.5 in each variable. Then, it can be stated that the discriminant value is very good.

Composite Reliability

The reliability test (Composite Reliability) is to test the reliability of the variable which is stated with a composite reliability value of 0.7. The following are the results of the reliability test value with the composite reliability value:

Table 2. Composite Reliability

Variable	Composite Reliability
(X1)	**0,893**

(X2)	**0,929**
(Z)	**0,891**
(Y)	**0,937**

The table above shows that the composite reliability value is said to be reliable because all research variables are> 0.7. These results may indicate that each variable exceeds the combined confidence level, and finally, it can be concluded that all tested variables exceed the confidence level.

Cronbach's Alpha Test

Reliability testing other than composite reliability can also be improved by using tests based on Cronbach's Alpha. A variable is reliable if the Cronbach's alpha value obtained is> 0.7. The table below shows the Cronbach's alpha value of each variable:

Table 3. Cronbach's Alpha Test

Variable	Cronbach's Alpha
(X1)	**0,856**
(X2)	**0,896**
(Z)	**0,853**
(Y)	**0,923**

The test results above show that the Cronbach's alpha value of each research variable is> 0.7. Based on this, the following research results show that each research variable fulfils the Cronbach's alpha value requirement. Finally, we can conclude that all variables fulfil the Cronbach's alpha rule.

Path Coefficient Test

The following are the results of the research hypothesis test conducted on 250 respondents. Based on the results of data analysis tested through SmartPls 3.5 tested. The hypothesis affects the t-statistic and p-value. Results Based on the data presented in the table above, it can be seen that the hypothesis proposed in this study can be formed. Figure 1 presents the details of the influence between variables.

Based on the test results below show that motivation (X1) to the dynamic management ability of managers (Z) is declared to have a significant effect. This is because the T-statistic of 4.833 is greater than 1.96 and the P value is less than A (0.000 < 0.05).

The test results below show that the Networkability variable (X2) with the director's dynamic management ability (Z) is declared to have a significant effect. This is because the T-statistic of 2.561 is above the threshold of 1.96 and the P-value is below Alpha (0.011 < 0.05).

Associated with the managerial motivation of managers. Skills (W). Looking at the change in mental motivation (X1) versus learning outcomes (Y) yields a T-statistic of 4.542 and, a P-value of 0.000, and a coefficient of 0.475, which shows a positive trend. Since the T-statistic value of 4.542 exceeds 1.96 and the P-value is less than Alpha (0.0000 < 0.05), it can be concluded that mental motivation (X1) has a positive and significant influence on learning outcomes (Y).

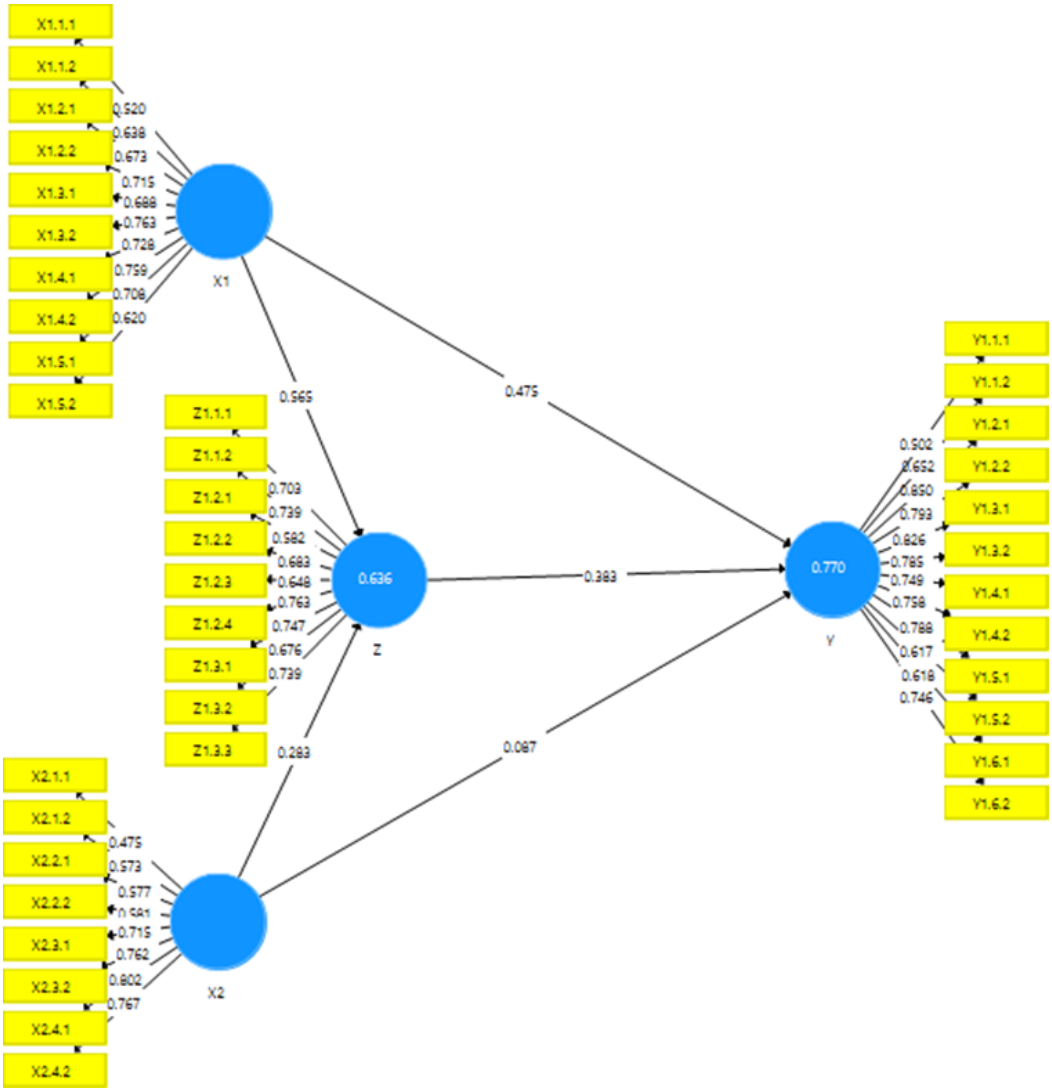

Figure 1. Path Coefficient Test

To analyze the impact of network connectivity variable (X2) on-field performance (Y), a T-statistic value of 2.232 is observed, which is associated with a P-value of 0.021 and a number of systems of 0.387, indicating a positive result relationship. The T-statistic of 2.232 exceeds the benchmark of 1.96, and the P-value is less than Alpha (0.021 < 0.05), which indicates a significant effect of network (X2) on the performance of field learning (Y).

After examining the relationship between the principal's dynamic management ability variable (Z) and learning outcomes (Y), a T-statistic of 3360 was obtained with a P-value of 0.001. and a coefficient of 0.383, indicating a positive relationship. Since the T-statistic value of 3360 exceeds the threshold of 1.96 and the P-value is smaller than Alpha (0.001 < 0.05), it can be concluded that the active management competence (Z) of the manager has a positive effect on school performance. (Y).

CONCLUSIONS

The role of dynamic managerial capabilities of school principals on school performance through networking capabilities and spiritual motivation is a complex and multifaceted topic. The

study's findings suggest dynamic managerial capabilities are crucial in enhancing school performance. These capabilities enable principals to navigate the ever-changing educational landscape effectively and respond to challenges and opportunities. Additionally, networking capabilities, which involve building and maintaining relationships with various stakeholders, have positively influenced school performance. By leveraging their networks, principals can access valuable resources, knowledge, and support that contribute to improved outcomes.

Furthermore, spiritual motivation, which encompasses a sense of purpose, values, and ethics, has been shown to drive principals' commitment and dedication to their schools. This intrinsic motivation can inspire principals to go above and beyond in their leadership efforts, leading to enhanced school performance. However, more research is needed to fully understand the mechanisms through which these factors interact and influence each other.

Future research should aim to delve deeper into the specific dimensions of dynamic managerial capabilities that are most critical for improving school performance. This could involve examining how different aspects of adaptability, innovation, and strategic thinking impact school functioning, such as student achievement, teacher satisfaction, and parent engagement.

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