

Factors Affecting Islamic School Performance: Dynamic Managerial Capabilities of School Principals Influenced by Networking and Motivation

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Abstract

This study was conducted in the educational settings of the East Java Integrated Islamic School Network (JSIT), encompassing levels from Kindergarten to High School. 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 both quantitative surveys 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

I. Introduction

Effective school leadership is crucial for enhancing school performance and ensuring students' academic success (Bal-Taştan et al, 2018). In the field of 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, Kesumawati & Kristiawan, 2018; Blaik Hourani, Litz, & Parkman, 2021; Moon, Youn, Hur & Kim, 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 the ability to establish and maintain relationships with various stakeholders such as teachers, parents, community members, and other educational institutions (Singh, et al., 2007). Spiritual motivation refers to the intrinsic drive and passion that principals possess for their work, rooted in a sense of purpose and personal values (Juvonen, Lessard, Rastogi, Schacter & Smith, 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 seeks to provide insights into effective leadership practices that can be adopted by school principals.

II. 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 fulfill 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 in order 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

In recent years, the internationalization literature has placed significant emphasis on relationships and networks, especially concerning SMEs. This focus stems from the need to address the resource constraints these firms face 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, Cheung & Tehrani, 1998). This connection ignites a passion and inspiration rooted in a quest for personal growth, fulfillment, and alignment with something transcendent. It's 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.

III. Research Methodology

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 can be adopted by school principals.

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 mechanisms underlying the proposed relationships.

In this study, testing theoretical studies and empirical studies made problem formulations then hypothesized, after finding field data then calculated with SmartPLS. 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 in general previous studies used the company population. For the sake of 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 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: $N = N / (N \cdot e^2 + 1)$, 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.

IV. Finding and Discussion

Discussion

Composite Reliability

Ghozali & 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.

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

Table Average Variant Extracted (AVE)

Based on the test results in the AVE table. shows that in each variable the average extracted variation (AVE) value is greater than 0.5. 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:

Variable	Composite Reliability
(X1)	0,893
(X2)	0,929
(Z)	0,891
(Y)	0,937

Table Composite Reliability

Based on the table above, it shows that the composite reliability value is said to be reliable because all research variables > 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 using composite reliability can also be improved through the use of tests based on Cronbach's Alpha. A variable is said to be reliable if the Cronbach's alpha value obtained is > 0.7. The table below shows the Cronbach's alpha value of each variable:

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

Table Cronbach's Alpha Test

Based on the test results above, it shows 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. The following are details of the influence between variables:

Hpo	Variabel	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (O/STDEV)	PValues
1	Spiritual motivation (X1) -> dynamic managerial Capabilities (Z)	0,302	0,295	0,118	4.833	0,000
2	Networking capabilities (X2) -> dynamic managerial capabilities (Z)	0,571	0,582	0,103	2.561	0,011
3	Spiritual motivation (X1) -> school performance (Y)	0,428	0,393	0,126	4.542	0,000
4	Networking Capabilities (X2) -> school performance (Y)	0,262	0,256	0,104	2.232	0,021
5	Dynamic Managerial Capabilities (Z) -> Performance school (Y)	0,627	0,640	0,106	3.360	0,001
6	Spiritual Motivation (X1) -> Dynamic Managerial Capabilities (Z) -> School Performance (Y)	0,358	0,371	0,087	4.113	0,000
7	Networking Capabilities (X2) -> Dynamic Managerial Capabilities (Z) -> School Performance (Y)	0,165	0,166	0,076	2.171	0,015

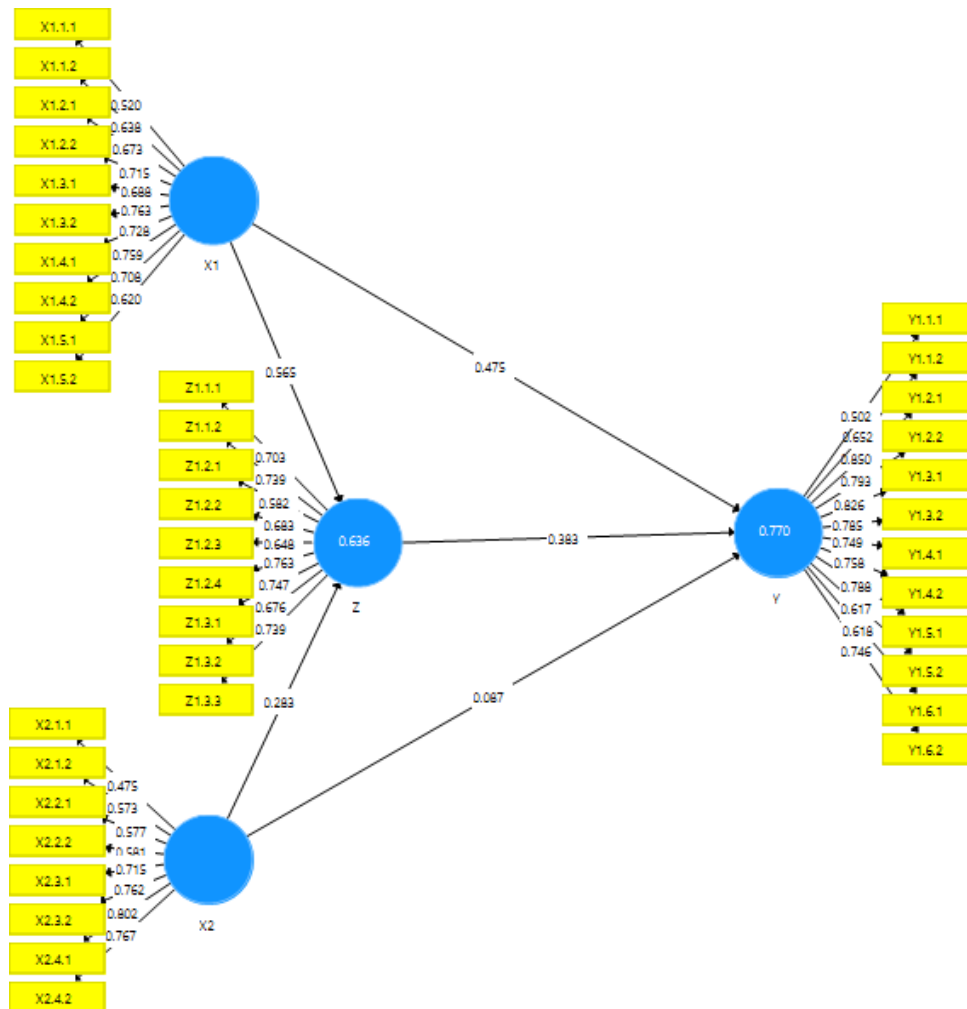


Figure Path Coefficient Test

Based on the test results above, it shows 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 ($0.000 < 0.05$).

Based on the test results above, it shows that the Networkability variable (X2) with the director's dynamic management ability (Z), is declared to have a significant effect, this is because the -statistic of 2.561 is above the threshold of 1.96 and the P-value is below Alpha ($0.011 < 0.05$).

Associated with 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).

It is seen that to analyse 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 number of systems. 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 3.360 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).

Spiritual Motivation (X1) on School Performance (Y) moderated by Dynamic managerial capabilities (Z) obtained a T statistics value of 4.113 with a ρ -value of 0.000. Based on the T statistics value of 4.113 above 1.96 and the ρ -value is smaller than α ($0.000 < 0.05$)

Networking Capabilities (X2) on School Performance (Y) moderated by Dynamic managerial capabilities (Z) obtained a T statistics value of 2.171 with a ρ -value of 0.015. Based on the T statistics value of 2.171 above 1.96 and the ρ -value is smaller than α ($0.015 < 0.05$)

Discussion

The Relationship Between Motivation (X1) And Managers' Dynamic Management Capabilities (Z). how a manager's motivation affects their ability to engage in dynamic management practices. Motivation (X1) can play an important role in influencing managers' dynamic management capabilities (Z). Dynamic management refers to the capacity of managers to adapt, change strategies, and make decisions effectively in response to rapidly changing business environments, technological advances, and market dynamics. The following is how motivation can influence dynamic management capabilities:

Adaptability: Motivated managers are more likely to embrace change and be open to new ideas. Their enthusiasm for success and willingness to take on challenges can translate into a greater ability to adapt to dynamic situations. They are more likely to seek innovative solutions and adjust strategies in response to changing circumstances.

Continuous Learning: Motivated managers tend to have a thirst for knowledge and personal growth. They tend to stay up-to-date with industry trends, new technologies, and evolving business practices. This continuous learning approach equips them with the necessary knowledge to make the right decisions in dynamic situations.

Decision Making: Motivation can positively influence a manager's decision-making process. When managers are motivated and committed to achieving their goals, they tend to analyse situations carefully, weigh potential risks and benefits, and make timely decisions. These skills are especially important in dynamic management scenarios, where quick decisions can have a significant impact.

Resourcefulness: Motivated managers often exhibit high levels of resourcefulness. They actively seek solutions and alternatives, even in challenging situations. This intelligence is invaluable when navigating the uncertainty and change that is characteristic of dynamic environments.

Resilience: In dynamic environments, setbacks and unexpected changes are common. Motivated managers are more likely to bounce back from failures and setbacks. Their drive to achieve goals keeps them focused on finding solutions and forging ahead despite obstacles.

Team Engagement: Motivated managers can inspire and lead their teams more effectively. Their enthusiasm is contagious and can foster a sense of shared purpose among team members. In a dynamic environment, a cohesive and motivated team is better equipped to tackle challenges collaboratively.

In essence, motivation can be seen as a driving force that encourages managers to enhance their dynamic management capabilities. It influences their mindset, behaviour and approach to managing in a rapidly changing context. While other factors also play a role in dynamic management capabilities, motivation serves as the foundational element that drives managers' proactive engagement in the challenges and opportunities presented by dynamic environments.

The relationship between network capabilities and dynamic managerial capabilities is an important aspect of understanding how organisations can achieve and sustain competitive advantage in today's complex business environment. Network capability refers to an organisation's ability to effectively manage and enhance its relationships with external stakeholders such as customers, suppliers, partners, competitors and other entities in its industrial ecosystem. This capability involves the creation, maintenance, and exploitation of relationships for various purposes, including knowledge sharing, resource access, collaboration, and market positioning. Networking capabilities include aspects such as building strong relationships, managing interdependencies, and accessing external knowledge and resources. Meanwhile, dynamic managerial capability is the organisation's capacity to adapt, learn, and innovate in response to environmental changes, market conditions, and technological advances. This capability is the ability of organisational management to sense opportunities and threats, take advantage of these opportunities through effective decision-making, and change organisational resources and processes to align with new strategic directions.

Factors that influence the relationship between network capabilities and dynamic managerial capabilities are interrelated and mutually reinforcing. The following is the relationship between the two:

Resource Acquisition and Utilisation:

Network capabilities provide access to external resources, knowledge, and expertise that can drive an organisation's dynamic managerial capabilities. Effective networks can help organisations quickly acquire new information, insights, and technologies that are critical for making informed strategic decisions and adapting to change.

Information Flow and Learning:

Network capabilities facilitate the flow of information from the external environment to the organisation. This flow of information enhances organisational learning processes and supports the development of dynamic managerial capabilities. Learning from external partners and stakeholders can enable an organisation to anticipate market shifts and adjust its strategy accordingly.

Innovation and Collaboration:

Dynamic managerial capabilities involve the ability to innovate and collaborate effectively. Networking capabilities enable organisations to find suitable partners to collaborate with, share ideas and co-create innovative solutions. This collaborative environment fosters the organisation's capacity to adapt and innovate.

Agility and Responsiveness:

Organisations with strong networking capabilities are often more agile and responsive due to their ability to leverage external resources and adapt to changing circumstances. Dynamic managerial capabilities enable organisations to tap into these external resources quickly, ensuring timely responses to opportunities and threats.

Strategic Positioning:

Networking capabilities can influence an organisation's strategic positioning in its industry ecosystem. Effective networking can result in a strong market presence and competitive advantage. Dynamic managerial capabilities then allow the organisation to adjust its position as industry conditions evolve.

In essence, network capabilities provide the external inputs that drive an organisation's dynamic managerial capabilities, while dynamic managerial capabilities enable an organisation to effectively leverage these inputs for innovation, adaptation and competitive advantage. Organisations that master the integration of these capabilities can navigate uncertainty and take advantage of opportunities that arise in a rapidly changing business landscape.

The relationship between spiritual motivation and performance through dynamic managerial capabilities is an exciting area of study that combines elements of organisational behaviour, leadership and spiritual well-being. Spiritual motivation refers to a sense of purpose and meaning derived from one's spiritual or philosophical beliefs. It involves a deeper connection to values, ethics, and a sense of contribution beyond material gain. Spiritually motivated individuals often seek fulfilment in their work beyond financial rewards. Dynamic managerial capability refers to an organisation's ability to adapt, learn and innovate in response to environmental changes. These capabilities involve skills, knowledge and processes that enable managers and employees to navigate complexity, capitalise on opportunities and manage challenges effectively. Performance in an organisational context refers to the achievement of goals, objectives and outcomes. This can include financial metrics, innovation, employee satisfaction, customer loyalty, and other key performance indicators relevant to the organisation's mission and strategy.

The relationship between spiritual motivation and performance through dynamic managerial capabilities can be influenced by the following factors:

Improved Decision Making and Innovation:

Spiritually motivated managers and employees can exhibit better decision-making and problem-solving capabilities. Their focus on values and a broader perspective can lead to innovative solutions that take into account not only short-term gains, but also long-term sustainability and ethical considerations.

Resilience and Adaptability:

Spiritually motivated individuals often have higher levels of emotional resilience and adaptability. This can translate into dynamic managerial capabilities, allowing them to handle change and uncertainty more effectively. They may be more open to learning and developing new skills, which is crucial for organisational adaptation.

Employee Engagement and Wellbeing:

Spiritual motivation can contribute to higher levels of employee engagement and well-being. Managers who prioritise the spiritual and emotional needs of employees can create a positive work environment, fostering trust and collaboration. This, in turn, can improve performance as motivated and satisfied employees tend to try harder.

Ethical Leadership and Corporate Social Responsibility:

Spiritually motivated managers may be more likely to practise ethical leadership and promote corporate social responsibility. This can have a positive impact on the organisation's reputation and relationship with stakeholders, which in turn affects performance in the long run.

Alignment with Organisational Values:

Organisations that value and support the spiritual motivation of their employees can create stronger alignment between individual values and organisational values. This alignment can lead to a shared sense of purpose and commitment, which contributes to better performance.

It is important to note that while the relationship between spiritual motivation, dynamic managerial skills and performance provides potential benefits, there are also challenges. Balancing spiritual motivation with the practical demands of the business world, ensuring inclusivity and avoiding conflict, and measuring its impact on performance can be a complex task.

Research in this area is ongoing, and results may vary depending on the context and individuals involved. As of my last knowledge update in September 2021, the field may have undergone further developments since then.

The relationship between network connectivity variables (X2) and performance (Y) can be crucial in many fields, especially in technology, business, and research. Network connectivity variables typically refer to factors that describe the quality, strength, or characteristics of a network connection, such as latency, bandwidth, stability, and packet loss. Performance, in this

context, can refer to the efficiency, speed, reliability, or effectiveness of a system or process that relies on a network connection. The nature of the relationship between network connectivity variables and performance can vary greatly based on the context and the specific variables being studied. Here are some of the influencing factors:

Positive Correlation: In some cases, better network connectivity (higher bandwidth, lower latency, minimal packet loss) can improve performance. For example, a high-speed internet connection can result in faster downloads, smoother video streaming, and faster response times for online applications.

Negative Correlation: Conversely, poor network connectivity can negatively impact performance. High latency or frequent packet loss can cause delays in data transmission, resulting in sluggish or unstable applications.

Threshold Effect: There may be certain thresholds where increasing network connectivity does not have a significant impact on performance. For example, if an application only requires a certain level of bandwidth, further upgrades may not result in any noticeable performance improvement.

Saturation Point: In some cases, increasing network connectivity variables can lead to significant performance improvements up to a certain point. However, beyond that point, additional upgrades may not provide meaningful benefits. This can happen if the performance bottleneck lies in another part of the system, which is not directly related to network connectivity.

Complex Interactions: The relationship between network connectivity and performance variables can be affected by other factors, such as hardware capabilities, software optimisation, and user behaviour. These interactions can make the relationship more complex and difficult to predict.

To explore the relationship between network connectivity (X2) and performance (Y) variables, a common approach is to collect data by measuring both variables across different scenarios or contexts. Statistical analyses, such as correlation analysis, regression analysis, or machine learning techniques, can then be used to determine the strength and nature of the relationship. Additionally, controlled experiments or simulations can help isolate and manipulate certain variables to understand their impact on performance more precisely. Ultimately, understanding the relationship between network connectivity variables and performance is critical to optimising systems, designing efficient networks, and providing a better user experience for various applications and services.

The relationship between dynamic managerial capability variables and school performance refers to the potential influence of management practices and strategies on the overall performance of educational institutions, such as schools. Dynamic managerial capabilities include an organisation's ability to adapt, innovate and respond effectively to changing circumstances in its environment. In the school context, these capabilities may include aspects such as leadership, resource allocation, curriculum development, teacher training and student engagement strategies.

The relationship between dynamic managerial capabilities and school performance is complex and may vary based on several factors such as:

Leadership and Vision: Effective leadership plays an important role in shaping school performance. School leaders with dynamic managerial skills are more likely to set a clear vision, motivate teachers and staff, and foster a culture of continuous improvement.

Adaptability and Innovation: Schools with dynamic managerial skills are better equipped to adapt to changes in education policy, student demographics and technological advances. They can develop innovative teaching methods and curricula that are aligned with the evolving needs of students and the labour market.

Resource Allocation: Efficient allocation of resources, including budget, human resources and facilities, is a key aspect of dynamic managerial capabilities. Schools that manage their resources effectively are better able to provide quality education and support services to students.

Teacher Professional Development: Dynamic managerial capabilities can lead to the establishment of effective teacher training and professional development programmes. Teachers who receive ongoing training are more likely to stay up to date with the latest teaching techniques and educational research, which positively impacts student learning outcomes.

Student Engagement and Support: Schools with dynamic managerial capabilities can implement strategies to increase student engagement, such as extracurricular activities, counselling services and personalised learning approaches. Engaged students are more likely to have good academic performance.

Data-driven Decision Making: Schools that utilise data to make informed decisions regarding curriculum design, teaching methods, and student support services are more likely to see improvements in student performance.

Parent and Community Involvement: Dynamic managerial capabilities can be extended to foster partnerships with parents, local communities and businesses. Engaging these stakeholders can lead to additional resources, support and opportunities for students.

Quality Assurance and Accountability: Schools with strong managerial capabilities often establish mechanisms for quality assurance and accountability. Regular assessment, evaluation and feedback can help identify areas for improvement and ensure consistent performance.

Long-term Planning: Dynamic managerial capabilities involve long-term planning that considers changing educational trends and community needs. Schools that plan strategically are better positioned to achieve continuous performance improvement.

It is important to note that the relationship between dynamic managerial capabilities and school performance can be influenced by various external factors, including socioeconomic conditions, government policies, cultural norms and available resources. A comprehensive understanding of

these factors is necessary to accurately assess and improve the impact of managerial capabilities on school performance.

V. Conclusion and Further Research

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 findings of the study suggest that dynamic managerial capabilities play a crucial role in enhancing school performance. These capabilities enable principals to effectively navigate the ever-changing educational landscape and respond to challenges and opportunities. Additionally, networking capabilities, which involve building and maintaining relationships with various stakeholders, have been found to positively influence 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 various aspects of school functioning, such as student achievement, teacher satisfaction, and parent engagement.

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