

Headmaster Leadership Organizational Commitment, School Climate, Teacher Performance and Academic Service Quality of School

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Abstract: The purpose of this study is to investigate the influence of headmaster leadership organizational commitment, school climate and teacher performance toward academic service quality of school. The method that is used in this study is Explanatory Survey Method by using data analysis technique of path analysis model. Data collection is obtained from questionnaire ordinal scale the total of respondents are 370 public junior high school teachers in Bandung Raya. The results of this study show that: headmaster leadership and organizational commitment have influence on academic service quality; headmaster leadership and school climate have influence on academic service quality; headmaster leadership and teacher performance have influence on academic service quality; headmaster leadership organizational commitment and teacher performance have influence on academic service quality; headmaster leadership, school climate and teacher performance have influence on academic service quality. For increasing academic service quality of public junior high school in Bandung Raya, it is recommended that headmaster role is more optimal on supporting elements of increasing service quality such as organizational commitment, school climate and teacher performance.

Key words: Headmaster leadership organizational commitment, school climate, teacher performance, academic service quality, scale

INTRODUCTION

The main problem of educational academic service is the condition that makes the customers of academic service feel free to say their complaint or their dissatisfaction of academic service given by school as the service provider has not been created yet. Within the service context that condition become very strategic, satisfaction or dissatisfaction of the customers are a kind of basic evaluation for increasing service quality continually. Salis on total quality management in education stated that the output from education process is service with students and their parents are the main costumers from educational service. The condition that has not been created yet and the complaints have not been said yet or even there is no awareness about the weakness of the service given by school because the service receivers have not understood yet what are the rights of students as academic service receivers from school exactly. They are two strategic matters to investigate soon.

The students come to school and their parents believe and give their trusts on their children potential development to the school which is one of the most important sub systems in education system. That is

reasonable because the students and their parents want to be sure on the process of becoming an adult which is become human who succeed to develop all of their potentials that are given by Alloh for them. That things are done by the students and their parents because education is an conscious effort and planned to make learning condition and learning process therefore the students develop their potential actively for having religious spiritual strength, self-control, personality, intelligence, good character and skills that are needed for their selves, society, the nation and the country (UU Number 20, 2003).

National Examination/Ujian Nasional (UN) until now has become a tool for measuring achievement in graduating competence Standard/Standar Kompetensi Lulusan (SKL). Therefore, UN result until now is still become a standard whether the students are success or not in their competence. It also becomes characteristic of children maturity achievement on the certain level appropriate with responsibilities and children development period. The fact shows that rank of UN results in West Java compare with all provinces have been decreased since the last for years 2010/2011-2013/2014. The data obtained from Department of Education West Java province 2014 show the

information that in 2010/2011 West Java province got the 16th rank whereas West Java province was on 29th rank the next 4 years which are on 2013/2014 school year over 33 provinces. Since the last 4 years, the rank of UN result in West Java province decreased significantly.

Another fact is in 2009, Programme for International Student Assessment (PISA) did some tests in math, science and language toward the students in Indonesia, Thailand, Japan, South Korea, Hongkong, Taipei, Singapore and Shanghai. Its results are not very pleasant. The results that are achieved by the students from Indonesia considered being the lowest score. The results are 45% is on pre-level 1.33% is on first level, 15% is on level second and only 7% who succeed to third level, over six levels of student competence classifications that have been tested.

Beside PISA, in 2011, Trends in International Mathematics and Science Study (TIMSS) did some tests to Indonesian students, the result is almost as low as the previous tests. For math 63% is on level very low, 23% is on low level, 11% is on intermediate level, 3% is on high level. For science 47% is on very low level, 34% is on low level, 16% is on intermediate level, 3% is on high level. In the same year, Progress in International Reading Literacy Study (PIRLS) did a test to Indonesian students and the result is almost the same. The result is 34% is on very low level, 39% is on low level, 24% is on intermediate level and 3% is on high level.

Other than that result of the tests, there is a fact about the mushrooming of informal course/Bimbingan Belajar (Bimbel). Informal course (Bimbel) in Indonesia becomes a phenomenon that needs to be questioned. Does it become a pride or sadness? According to the data from Indonesian directorate of course development and Training/Direktorat Pembinaan Kursus dan Pelatihan Indonesia, in 2012, there are 13,446 informal courses (Bimbel), 11,207 institutions or about 83.35% already have license to operate. While the total of informal course (Bimbel) participants are 1,348,565 people. The data is a fact that there is something on education in Indonesia therefore there are various informal courses (Bimbel) and people enthusiasm for participating informal courses (Bimbel). Is the phenomenon caused by dissatisfaction of the students and their parents toward learning quality in school?

Based on the opinion of the experts and the phenomenon that is explained in this study, academic service quality is influenced by many factors like headmaster leadership, costing, teacher performance organizational commitment, learning process, government

policy, management information system utilization, school climate, students, staff performance, curriculum, medium and infrastructure of education (Robbins and Judge, 2011; Luthans, 1995; Hoy and Miskel, 2013).

Human resources role in two different positions that determine academic service quality which are provider side who produce the service and receiver side. In the context of school as education organizer who produce academic service therefore headmasters and teachers are sides who have strategic position in deciding academic service quality. Beside the human resources, school climate which is personality collective or atmosphere, influences teacher productivity therefore, teaching quality that is received by the students is also get influenced.

Luthans (1995) stated that organizational commitment is attitudes that reflect staff loyalty to the organization and the continuing process that the members express their concern toward the organization and also continuing success and improvement. Davis and Newtron in Kusjainah stated that staff commitment towards the organization is level of staff will to identify himself in the organization and desire to continue active participation in the organization. Refer to those opinions from the experts, the commitment of school staff organization as education organizer is so needed.

Paying attention to the explanation above, the problem that will be discussed in this study, stated on this problem statement: "is academic service quality influenced directly or indirectly by headmaster leadership organizational commitment, school climate and teacher performance?"

Based on that problem statement, the purpose of this study is to investigate the influence of headmaster leadership organizational commitment, school climate and teacher performance toward academic service quality of national junior high school (SMPN) in Bandung Raya.

MATERIALS AND METHODS

The method that is used in this study is Explanatory Survey Method by using data analysis technique of path analysis model. The population in this study is all of national junior high schools (SMPN) in Bandung Raya with sample uses random sampling technique, the total number of samples are 370 respondents. Instrument that is used by the researchers is questionnaire with measurement scale is ordinal measurement scale. Descriptive analysis is used to know visible image of each variable and inferential data analysis is used to know how significant the direct or indirect influence is and also

for importance of the analysis furthermore data analysis is done by using parametric statistical analysis with multiple regression analysis.

RESULTS

Main hypothesis: Headmaster leadership organizational commitment, school climate and teacher performance have influence on academic service quality of national junior high school (SMPN) in Bandung Raya. The calculation results of direct influence and indirect influence are presented in Table 1.

Refer to Table 1, it can be known that Headmaster Leadership (HL) towards Academic Service Quality (ASQ) through Organizational Commitment (OC) is 31.0%. The influence of Headmaster Leadership (HL) towards Academic Service Quality (ASQ) through School Climate (SC) is 38.4%. The influence of Headmaster Leadership (HL) towards Academic Service Quality (ASQ) through Teacher Performance (TP) is 41.6%. The influence of Headmaster Leadership (HL) towards Academic Service Quality (ASQ) through Organizational commitment (OC) and Teacher Performance (TP) is 58.8%. The influence of Headmaster Leadership (HL) towards Academic Service Quality (ASQ) through School Climate (SC) and Teacher Performance (TP) is 68.4%.

- H_1 : headmaster leadership and organizational commitment have influence directly or indirectly toward academic service quality of national junior high school (SMPN) in Bandung Raya

The calculation results show that the effect or coefficient of determination (R^2) from Headmaster Leadership (HL) towards Organizational Commitment (OC) is 21.4% and the rest of 78.6% is influenced by other factors. The influence of Organizational Commitment (OC) towards Academic Service Quality (ASQ) is 43.7% and the rest of 56.3% is influenced by other factors. The influence of Headmaster Leadership (HL) towards Academic Service Quality (ASQ) is 52.3% and the rest of 47.7% is influenced by other factors.

Direct influence of Headmaster Leadership (HL) towards Organizational Commitment (OC) is 21.4%. Direct influence of Organizational Commitment (OC) towards Academic Service Quality (ASQ) is 43.7% and the influence of Headmaster Leadership (HL) towards Academic Service Quality (ASQ) through Organizational Commitment (OC) is 31.0%.

The results of significance test model (F-test) for the first hypothesis show that F-calculate of all variables are bigger than F-table which means that the model is significant. And also t-test for the first hypothesis shows that t-calculate of all variables are bigger than t-table 1.971271. This thing shows that variable Headmaster Leadership (HL) has influence on Organizational Commitment (OC) organizational Commitment (OC) has influence on Academic Service Quality (ASQ) and Headmaster Leadership (HL) has influence on Academic Service Quality (ASQ) through Organizational Commitment (OC). Therefore, the first hypothesis can be accepted.

Table 1: Direct and indirect influence variable headmaster leadership, organizational commitment, school climate and teacher performance toward academic service quality

Service quality		Causal effect			

		Indirect			

Variable effect	Direct	Through OC	Through SC	Through TP	Total
HL towards OC	0.214	-	-	-	0.214
OC towards ASQ	0.437	-	-	-	0.437
HL towards ASQ through OC	0.174	0.136	-	-	0.310
HL towards SC	0.330	-	-	-	0.330
SC towards ASQ	0.732	-	-	-	0.732
HL towards ASQ through SC	0.174	-	0.210	-	0.384
HL towards KG	0.383	-	-	-	0.383
KG towards ASQ	0.526	-	-	-	0.526
HL towards ASQ through TP	0.174	-	-	0.242	0.416
HL towards OC	0.214	-	-	-	0.214
OC towards TP	0.437	-	-	-	0.437
TP towards ASQ	0.526	-	-	-	0.526
HL towards ASQ	0.174	0.136	-	0.278	0.588
HLtowards SC	0.330	-	-	-	0.330
SC towards TP	0.472	-	-	-	0.472
TP towards ASQ	0.526	-	-	-	0.526
HL towards ASQ	0.174	-	0.210	0.300	0.684
HL towards SC	0.330	-	-	-	0.330

- H_2 : headmaster leadership and school climate have influence directly or indirectly toward academic service quality of national junior high school (SMPN) in Bandung Raya

The calculation results show that the effect or coefficient of determination (R^2) from Headmaster Leadership (HL) towards School Climate (SC) is 33.0% and the rest of 67.0% is influenced by other factors. The influence of School Climate (SC) towards Academic Service Quality (ASQ) is 73.2% and the rest of 26.8% is influenced by other factors. The influence of Headmaster Leadership (HL) towards Academic Service Quality (ASQ) is 52.3% and the rest of 47.7% is influenced by other factors.

Direct influence of Headmaster Leadership (HL) towards School Climate (SC) is 33.0%. Direct influence of School Climate (SC) towards Academic Service Quality (ASQ) is 73.2% and the influence of Headmaster Leadership (HL) towards Academic Service Quality (ASQ) through School Climate (SC) is 38.4%.

The results of significance test model (F-test) for the second hypothesis show that F-calculate of all variables are bigger than F-table which means that the model is significant. And also t-test for the second hypothesis shows that t-calculate of all variables are bigger than t-table 1.971271. This thing shows that variable Headmaster Leadership (HL) has influence on School Climate (SC), School Climate (SC) has influence on Academic Service Quality (ASQ). Headmaster Leadership (HL) has influence on Academic Service Quality (ASQ) through School Climate (SC). Therefore, the second hypothesis can be accepted.

- H_3 : headmaster leadership and teacher performance have influence directly or indirectly toward academic service quality of national junior high school (SMPN) in Bandung Raya

The calculation results show that the effect or coefficient of determination (R^2) from Headmaster Leadership (HL) towards Teacher Performance (TP) is 38.3% and the rest of 61.7% is influenced by other factors. The influence of Teacher Performance (TP) towards Academic Service Quality (ASQ) is 52.6% and the rest of 47.4% is influenced by other factors. The influence of Headmaster Leadership (HL) towards Academic Service Quality (ASQ) is 52.3% and the rest of 47.7% is influenced by other factors.

Direct influence of Headmaster Leadership (HL) towards Teacher Performance (TP) is 38.3%, direct influence of Teacher Performance (TP) towards Academic

Service Quality (ASQ) is 52.6% and the influence of Headmaster Leadership (HL) towards Academic Service Quality (ASQ) through Teacher Performance (TP) is 41.6%.

The results of significance test model (F-test) for the third hypothesis show that F-calculate of all variables are bigger than F-table which means that the model is significant. And also t-test for the third hypothesis shows that t-calculate of all variables are bigger than t-table 1.971271. This thing shows that variable Headmaster Leadership (HL) has influence on Teacher Performance (TP), Teacher Performance (TP) has influence on Academic Service Quality (ASQ) and Headmaster Leadership (HL) has influence on Academic Service Quality (ASQ) through Teacher Performance (TP). Therefore, the third hypothesis can be accepted.

- H_4 : headmaster leadership organizational commitment and teacher performance have influence directly or indirectly toward academic service quality of national junior high school (SMPN) in Bandung Raya

The calculation results show that the effect or coefficient of determination (R^2) from Headmaster Leadership (HL) towards Organizational Commitment (OC) is 21.4% and the rest of 78.6% is influenced by other factors. The influence of Organizational Commitment (OC) towards Teacher Performance (TP) is 43.7% and the rest of 56.3% is influenced by other factors. The influence of Teacher Performance (TP) towards Academic Service Quality (ASQ) is 52.6% and the rest of 47.4% is influenced by other factors. The influence of Headmaster Leadership (HL) towards Academic Service Quality (ASQ) is 52.3% and the rest of 47.7% is influenced by other factors.

Direct influence of Headmaster Leadership (HL) towards Organizational Commitment (OC) is 21.4%. Direct influence of Organizational Commitment (OC) towards Teacher Performance (TP) is 43.7%. The influence of Teacher Performance (TP) towards Academic Service Quality (ASQ) is 52.6% and the influence of Headmaster Leadership (HL) towards Academic Service Quality (ASQ) through Organizational Commitment (OC) and Teacher performance (TP) is 58.8%.

The results of significance test model (F-test) for the fourth hypothesis show that F-calculate of all variables are bigger than F-table which means that the model is significant. And also t-test for the fourth hypothesis shows that t-calculate of all variables are bigger than t-table 1.971271. This thing shows that variable Headmaster Leadership (HL) has influence on Organizational Commitment (OC) organizational Commitment (OC) has influence on Teacher Performance

(TP), Teacher Performance (TP) has influence on Academic Service Quality (ASQ) and Headmaster Leadership (HL) has influence on Academic Service Quality (ASQ) through Organizational Commitment (OC) and Teacher Performance (TP). Therefore, the fourth hypothesis can be accepted.

- H_5 : headmaster leadership, school climate and teacher performance have influence directly or indirectly toward academic service quality of national junior high school (SMPN) in Bandung Raya

The calculation results show that the effect or coefficient of determination (R^2) from Headmaster Leadership (HL) towards School Climate (SC) is 33.0% and the rest of 67.0% is influenced by other factors. The influence of School Climate (SC) towards Teacher Performance (TP) is 47.2% and the rest of 52.8% is influenced by other factors. The influence of Teacher Performance (TP) towards Academic Service Quality (ASQ) is 52.6% and the rest of 47.4% is influenced by other factors. The influence of Headmaster Leadership (HL) towards Academic Service Quality (ASQ) is 52.3% and the rest of 47.7% is influenced by other factors.

Direct influence of Headmaster Leadership (HL) towards School Climate (SC) is 33.3%. Direct influence of School Climate (SC) towards Teacher Performance (TP) is 47.2%. The influence of Teacher Performance (TP) towards Academic Service Quality (ASQ) is 52.6% and the influence of Headmaster Leadership (HL) towards Academic Service Quality (ASQ) through School Climate (SC) and Teacher performance (TP) is 68.4%.

The results of significance test model (F-test) for the fifth hypothesis show that F-calculate of all variables are bigger than F-table which means that the model is significant. And also t-test for the fifth hypothesis shows that t-calculate of all variables are bigger than t-table 1.971271. This thing shows that variable Headmaster Leadership (HL) has influence on School Climate (SC), School Climate (SC) has influence on Teacher Performance (TP), Teacher Performance (TP) has influence on Academic Service Quality (ASQ) and Headmaster Leadership (HL) has influence on Academic Service Quality (ASQ) through School Climate (SC) and Teacher Performance (TP). Therefore, the 5th hypothesis can be accepted.

DISCUSSION

- H_1 : the influence of headmaster leadership and organizational commitment toward academic service quality

The role of headmaster leadership and organizational commitment help on improving academic service quality. Based on that matter, it can be concluded that teachers as the respondents appraise the role of headmaster leadership can help and improve organizational commitment in national junior high school (SMPN) academic environment in Bandung Raya. Headmaster leadership consists of various conceptual dimensions, persuasion, giving priority to members, recovering emotion, ethical attitude and empowering. Whereas the dimensions of organizational commitment consist of affective component, normative component and continuing component.

The role that appears from headmaster leadership makes the teachers as the research subject feel that headmaster helps each teacher to be more serious on every learning and teaching activity. The presence of the headmaster indicates that leadership as the activator of school organization has recognized, conceived and understood every characteristic and condition of each organizational members, especially teachers. This matter reflects that the leadership is leader figure who serves. The approach is pointed on the leadership which serves that thing can be proved by the headmaster is understand about the teachers on organizational environment, such as conceiving each condition of the teachers by giving empathy personally, being understand about the condition of teachers by getting closer, listen to every complaints and aspiration of each teacher and know well characteristics of each teacher by communicating openly. That things are supported by Spears (2005) stated that ten characteristics which support on serve leadership. The ten characters are listening, empathy, recovering, awareness, persuasion, conceptual, vision for future, belief, commitment and community building.

Comprehension and every characteristic of the serve leadership are done by the headmaster to the teachers. Therefore, they still doing their responsibilities professionally as Spears (2005) stated that the serve leadership consists of various characteristics and one of them is on creating commitment in organizational environment.

Contribution that comes from the serve leadership toward commitment of organization is also supported by Spears (2005) stated that the role of serve leadership helps each member of organization to make commitment towards his job professionally and keep developing. The serve leadership holds on belief that every member of the organization has characters that can be developed, either on his job now or outside from the job. Based on that matter, it reflects that the role of serve leadership can help

organization to be more productive through school organization. The members of organization here are teachers, staff and other members of school.

This organizational commitment seems to be very important in academic activities as its role is very helping on improving the quality of each teacher in academic environment. Because its role is very important therefore, the serve leadership fig is needed. And it has been proved by the statement from Wekesa *et al.* (2013) stated that one of the major considerations of each members of organization in organizational decision from the members to keep in commitment with certain organization is a style from the leader of organization. There is serve leadership that makes the members of organization want to make a commitment.

The position of headmaster leadership is very strategic on improving organizational commitment and organizational commitment also help on helping to improve academic service quality. Based on that matter, it means that leadership has strategic position. Reminding that the improvement of organizational commitment has implication on academic service is controlled by headmaster leadership. Organizational commitment either high or low and either bad or good is based on the role of serve headmaster leadership in learning activities at school.

Based on the statement of the experts above, therefore it can be concluded that commitment of each member has important role in organizational activities and it has implication on academic service quality. The serve leadership is needed on creating good commitment. It is one of leadership types that understand about conditions, characteristics and needs of every member. At the school, it has been applied by the headmaster in national junior high school (SMPN) in Bandung Raya.

- H₂: the influence of headmaster leadership and school climate toward academic service quality

The role of headmaster leadership and school climate also help on improving academic service quality. Based on that matter, it can be concluded that teachers as the respondents appraise the role of headmaster leadership can create conducive school climate in academic environment of national junior high school (SMPN) in Bandung Raya. Headmaster leadership consists of various dimensions, such as conceptual skill, persuasion, giving priority to members, recovering emotion, ethical attitude and empowering. Whereas the dimensions of school climate consist of The Openness of Interpersonal Relations, The Health of Interpersonal Relations, Openness and Health Synthesis (OCI), A Climate of Citizenship (OCB) and Vision and Plan.

School climate is the result of interaction between each member with his job responsibilities and interacts with other members in academic environment. Therefore school climate, either conducive or not is based on the members of the organization. The role of headmaster leadership is needed on creating conducive school climate. The leadership has important role in school climate. It is proved by the role of serve leadership helps to synergize every job responsibility according to its position, harmonize social interaction between the members of organization, especially the teachers with the teachers or the teachers with the students. It can be sure that there is a relation between leadership and school climate which is related to school effectiveness.

Healthy climate is considered to have a role in creating constructive culture but it cannot be denied that climate is not always healthy, therefore the unhealthy climate also influence the other cultures. It is known that the members of organization who have high motivation and good empathy among the members will influence the other members. Therefore, the other members will be motivated and start to have empathy among the members.

Related to the relation between school climate and the serve leadership, it is also stated by Black (2010) that there is a significant relation between the serve leadership and school climate. Therefore, the role of serve leadership can make school climate to be more conducive. School climate is a reflection of the situation in school. Every school that does not have conducive school climate reflects less coordination and less positive interaction among the teachers and the students, the teachers with the teachers or the teachers with the other members of organization.

Related to the serve leadership and healthy school climate, it is also stated by Cunningham (2008) that the role of serve leadership can create improvement of student achievement because the serve leadership can create healthy climate indirectly. Healthy climate is a reflection of each member of school to do their duties and can interact positively with the other members. Headmaster must involve all staffs, teachers, students, parents and communities attached on the school committee in order to create conducive climate for achieving the aims of the school included high expectation through qualified academic service. The interactions between the serve leadership and school climate help the students to reach academic achievement according to the standard that has been made.

Based on the opinion of the experts above, it can be concluded that the serve leadership can help to create a healthy climate and influence the other members. Whereas unhealthy climate also influence bad culture in each member of school organization. It needs to be emphasized

that the serve leadership also influence student achievement. Healthy climate has positive effects to all members of the organization in academic environment of national junior high school (SMPN) in Bandung Raya. The benefits of school climate have effects on academic service quality, reminding that the role of school climate helps the school members to be conducive and climate is a reflection from positive interaction of each school member with the other school members in academic activities.

- H₃: the influence of headmaster leadership and teacher performance toward academic service quality

The role of headmaster leadership and teacher performance also helps on improving academic service quality. Based on that matter, it can be concluded that teachers as the respondents appraise the role of headmaster leadership can helps the teachers to teach in their best performance in academic environment of national junior high school (SMPN) in Bandung Raya. Headmaster leadership consists of various dimensions, such as conceptual skill, persuasion, giving priority to members, recovering emotion, ethical attitude and empowering. Whereas the dimensions of teacher performance consist of professional knowledge, instructional planning, instructional delivering and student learning assessment. In this study, the teachers as the respondents assume that headmaster leadership has influence on teacher performance. The role of headmaster as the leader who can move his staffs and the other members of learning activities must be able to decide the direction together, empower human resources and develop culture of organization in school environment. The higher contributions that are given by headmaster the higher responses of teacher performance. The responses will have strong effects toward teacher performance. As stated by Morgan (2015) on the results of her study that effective headmaster leadership is very important to promote positive relation between the teachers and the students. She explained that Department of Education Policies in Jamaica (1999; 2007; 2009) have emphasized the importance of leadership, management and school performance as a whole. Education is the basic of development planning in Jamaica and Department of Education in Jamaica has assessing school performance to make sure that the general purposes of the study can be achieved. Therefore, the schools need a leader who can motivate the teachers to work for improving teaching performance standard (Morgan, 2015).

According to some studies, one of the most important leading practices is teacher empowerment. That

thing is related to the main purpose of school which is student learning service. Other than that, the improvement of school staff performance is also important. The leader tries to achieve it through some actions such as considering individual belief, values, motivation and skill (Leithwood and Jantzi, 2006). The headmaster must be able to determine the vision and give direction, strong motivation to the teachers for improving their performance. For the next specifically, decide the purposes together that explains about roles, purposes and expectations of teacher performance to improve effective learning in the class (Emmanouil, 2014). In order to improve teacher performance, headmaster leadership has responsibilities to create a work condition that will be able to create productive and creative relation between the teachers and the whole society; this way is considered to be teacher professionalism development. Not only that the leader can also give the opportunities to the teachers by organizing some programs about professionalism development or by offering individual mentoring to the teachers (Leithwood dan Jantzi, 2006).

The factor that is needed to be paid attention of within staff effectiveness is whether they are satisfied on their job or not, the school headmasters must give attention to improve teacher satisfaction of work (Heller *et al.*, 1993). According to Locke (1976), work satisfaction defines as a positive emotional situation comes from work acceptance and someone's experiences. Based on the studies, there are some leadership activities such as starting structure which has significant influence on work satisfaction factor (Nguni *et al.*, 2006). The more autonomous is the teachers therefore they are satisfied with their job planning (Hall *et al.*, 1992).

The effect is not only the headmaster provides teachers with their opportunities to take initiative but also allows the teachers to engage in managerial practices and decision making practices (Bogler, 2001). The results of the studies above are in line with the serve leadership philosophy which means that a leader does not use their power to dominate other people; otherwise a leader tries to divide their authorities and let other people grow and become autonomous.

Headmaster leadership pushes the members to live independently, makes their own decisions and be autonomous are kind of members empowerment by the headmaster that serves. Therefore, the member empowerment that is done by headmaster leadership becomes a way for the serve leader to divide the authorities with the members by allowing the members to have control. The member empowerment is creating self-confidence on the capacity for thinking and taking act their selves because the members are given the freedom

to handle difficult situations in their best way. Therefore, teacher who is one of the school members will be able to decide the best way to support his performance as the way for giving qualified learning service to the students.

Comprehension that based on definition of "leadership" as "control" which is done in purpose from the attitudes of other people has make headmaster leadership to control teacher and student attitudes in learning process is a must. It means that a headmaster must know how to influence teacher attitudes which can improve teacher professionalism in learning activities with the students (Huber, 2004). Based on that opinion, headmaster leadership is a key to push the teachers for improving their performances on teaching.

The importance of headmaster leadership is described by Lunenburg (2010) through the question: how does the headmaster help the teachers to make instructional purposes clear and work together to improve teaching and learning in order to fulfill the purposes? It is sure that the headmaster must help the teachers to shift their focus from what do they teach to what do students learn. Therefore, the role of the headmaster is helping the school to stay focus on why does the school exist and the school exists because it is for helping all of the students to study (Blase and Phillips, 2010). The main duty of the headmaster is to create expectations together among the teachers about student performance. It means that the headmaster needs to improve teacher's sense of togetherness about student learning (DuFour *et al.*, 2010). Then the headmaster must work together to make sure that teachers' expectations are in line with instructional purposes of the school. For the next, must omit the distance between the headmaster and the teachers therefore the discussion process about the improvement of students learning becomes the joint mission (Elmore, 2004; Senge, 2001, 2006). Those things are the headmaster's efforts to create great and deep understanding about the school organization lead by him through two-way communication with the teachers. Therefore, the activities can make conceptual communication appears and persuasion from the serve headmaster in order to improve teacher performance for giving qualified learning service.

Dimmock and Walker (2005) wrote the results of their study about headmaster leadership. The headmasters in Hong Kong assume that harmonization maintenance and emotion emphasizing are the most important elements on organizing the school; this belief will influence the headmaster's strategy on handling and organizing various complaints that are said by the teachers. Therefore, the students have effective communication access through the teachers on saying their various opinions about the education services that have been given.

Therefore, based on the description of the experts and their previous results, it can be explained that headmaster leadership has strong effect on teacher performance. The effects can be seen from the role of headmaster as the facilitator who makes sure the needs of the school members on the services that are given and supports the improvement of teacher performance to become more professional on giving the services. Other than that, the headmaster has a role as a driver who can make decisions and gives policies in the school which can influence the quality of the school. Therefore, the teachers as the members of the school have important roles to decide the quality of learning. The managerial functions of headmaster leadership can also make sure in all the way that the improvement of teachers' enthusiasm is able to improve teacher performances on their duties.

Based on the description of the experts above, it can be concluded that the serve leadership can help to improve teacher performance which has implication on academic service quality; reminding that the serve leadership is more emphasizing the needs of each teacher and understand about the conditions of teachers in learning activities as a whole. Effectiveness from teacher performance gives contribution on academic service quality improvement. Teacher performance is one of the main actors in learning activities and teacher is one of the crucial actors in determining student achievement. The quality of each graduated student reflects qualified academic service quality.

- H₄: the influence of headmaster organizational commitment and teacher performance toward academic service quality

The factors that contribute in academic service quality are headmaster leadership organizational commitment and teacher performance. Each factor contributes in academic service quality is cannot be separated from the synergization of each variable. This synergization of each variable is begun by headmaster leadership as a driver who is able to drive each component that contributes in academic service quality.

There are 69 studies have been conducted for 34 years which include 1.4 million students and 14,000 teachers have proved that a good headmaster can improve student achievement >20 points. The headmaster has responsibilities to organize the teachers in order to create human being that are smart in comprehensive and have high in competitiveness. The results of the studies show that two students who have the same ability in the schools that have the same quality, the same curriculum, read the same books and supported by the same technologies; they have different results. The next

3 years, student achievement that has been taught by a bad teacher drops to 13 points from the first and it is different about 53 points from his friend who has been taught by a good teacher.

It is cleared that there is dual role expectation for the school leaders. Every school needs a headmaster who can apply his role as a leader in teaching and be able to make sure of teaching quality (Portin *et al.*, 2003). Therefore, it is needed to spare the time for observing teaching process in the class directly and balancing other needs such as student safety and relationship with parents. To fulfill this kind of dual responsibilities, the headmaster must have emotional compass which is able to show constantly about the way of what the school will be, do not lose the vision, mission and the purpose of the school which have been decided before.

Organizational commitment takes a role on defending consistency of each member. Therefore, they are still consistent in professionalism of the work, still being loyal to the school and each duty that is given to each member is done with all of the responsibilities. Teacher performance is one of the important roles that have full responsibilities in learning activities. Every component has influence on academic service quality and takes its own role. Every variable is coordinated and arranged by the leadership therefore every activity that is related to academic can be harmonize and has implication on academic service quality.

- H_5 : the influence of headmaster, school climate and teacher performance toward academic service quality

The factors that contribute in academic service quality are headmaster leadership, school climate and teacher performance. Every learning activity in the school is arranged and organized well by headmaster leadership. It has been discussed before about the role and strategic position of headmaster leadership that the leadership has strategic role on deciding and giving direction to each school member to keep doing his activities in line with their responsibilities. Each member has to be professional in their fields. The headmaster who has been success to understand that it is important to create the clear purposes of learning and make the school and its communities around has a commitment on those purposes. The headmasters of the schools that have many achievements always emphasize the vision development and the clear purposes of learning (Leithwood and Jantzi, 2006). They decide high expectation which is all of the teachers and the students are able to achieve the expectation and have responsibilities for the success of the school. The

headmasters give emotional support to the teachers and have ability for creating positive interpersonal relationship.

The headmasters who come from high standardizing schools, communicate with all parties involved that learning becomes the main mission of the school. Now a days, the headmaster must be a role model for learning and search for the ideas that can improve the school. Shortly, the school is organized into two key functions: Teaching and learning, organized for teaching and learning, therefore it is clear that the headmaster must organize the structure and the process of the school, based on the matters that related to learning.

The headmasters who effectively make his student achievement as a central point of his job; therefore they give attention and communicate about teaching, curriculum and students' competence toward the learning objectives and easy to meet in his school. The role of headmaster leadership has positive effects to every school member, school climate has too.

Formally, school climate is based on social relation and work relation between the staff and administrator. School climate is collective personality or atmosphere, included staff attitude that help or obstruct teaching and learning or teaching climate. Because school climate influences teachers' productivity, so teaching quality that has been accepted by the students is also being influenced. School climate also influences the culture or the system of belief and the rules of duties have being done. In other words, school climate influences how we do everything in the school. It can be understood that one of the most difficult duties of the headmaster is changing the culture of the school which has been lasted for a long time.

It can be sure that there is a relation between leadership and school climate which is a factor that related to the effectiveness of school.

Although, it is possible for the headmaster to succeed his school without creating positive strong academic climate but it will last on short term and it will be difficult for keeping it on long term. Therefore, the effective role of headmaster related to its relation by pushing and keeping positive school climate as follows:

- Involve students, staff, teachers, parents and all of school communities on creating and keeping safe and positive learning environment
- Use social knowledge, cultural, leadership and dynamics of politics on school communities for keeping positive learning environment
- Give examples on how to have high expectation and respect the students, staff, their parents and school communities

- Develop and make implementation of the planning to organize the situation of conflict correctly and effectively
- Do the decision making process together for keeping positive morals of the school (Leithwood and Jantzi, 2006)

Therefore, it can be said that school climate take a role as a reflection from every interactions of the members that is begun by headmaster leadership in the organization activities, every activity that is done well reflects the condition or situation of education. Situation and physical or psychological environment give comfort and trust each other as the sign of healthy interaction between the members. Teacher performance is one of the central roles and has full responsibilities in learning activities. Each component has its own role in learning activities.

CONCLUSION

Based on the results which have been explained on the previous chapter, it can be concluded that structural relation among the variables influence each other, either direct or not toward academic service quality of national junior high school (SMPN) in Bandung Raya. The variables are headmaster leadership organizational commitment, school climate and teacher performance. Therefore, Academic Service Quality of national junior high school (SMPN) in Bandung Raya can be improved continually to fulfill the expectations of the students and their parents, if:

The first, the headmaster is able to serve continually in order to give the opportunities and encouragements to the staff and the teachers for taking a part actively on creating vision master is able to create conducive climate by communication openly with internal parties namely, the staff, the teachers and the students and also with external parties namely, parents and communities of the school, therefore, it will be clear which one the responsibilities of the school as the service provider and which one the rights of the students and their parents as the main customers. The third, the headmaster is able to serve the teachers in order to improve their professionalism. The fourth, academic service is based on the characteristics, potential, interest, skill, social economic background of students' families.

By improving continually, academic service quality will fulfill the expectations of the students and their parents if the headmaster leadership serves consistently organizational commitment is high, school climate is conducive and teacher performance is high.

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