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No.	Judul Artikel	Nama Jurnal	Kedudukan Penulis
1.	The Effect of Principals' Leadership towards Effective Learning at an Indonesian Secondary School	European Journal of Educational Research Volume 9, Issue 3, 15 Juni 2020 Link Scopus https://www.scopus.com/sourceid/21100896874	Penulis Pertama
2.	The Leadership of School Principals in Egalitarian Matrilineal Society of Minangkabau	QUALITY Access to Success Vol. 23, No. 187/ 1 April 2022 Link Scopus https://www.scopus.com/sourceid/17700156709	Penulis Pertama
3.	High School Education in a Variety of Regional Autonomy: Paradigm and Challenges	Education Research International 26 Mai 2022 Article ID 9887162 Link Scopus: https://www.scopus.com/sourceid/21100897002	Penulis Pertama

Adapun bukti-bukti untuk artikel :

- 1. Artikel : The Effect of Principals' Leadership towards Effective Learning at an Indonesian Secondary School yang dipublish pada European Journal of Educational Research adalah sebagai berikut :**

Fwd: Preliminary Review of Manuscript EU-JER ID#2003200623

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Wed, Mar 25, 2020 at 7:24 PM

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Martin Kustati <martinkustati@uinib.ac.id>

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Dari: **European Journal of Educational Research** <editor@eu-jer.com>

Date: Rab, 25 Mar 2020 18:25

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EU-JER is inviting papers for Volume 9, Issue 4. The online publication date is October 15, 2020. The submission deadline is June 15, 2019. All submissions should be made via EU-JER Manuscript Submission System:

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Best regards,

Ahmet Savas, Ph.D.

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The Evaluation Model of Principal's Leadership: Boosting Effective Learning for Indonesian Secondary Schools

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Abstract: The study aims to investigate the evaluation model of professional leadership and the characteristics of successful principals in realizing effective learning and producing instruments that meet the validity and reliability tests. It also to find out correlation and the significance of the independent variable on the dependent variable and the percentage of influence of the indicators in shaping the effective learning construct model. Quantitative data were obtained through questionnaire from 100 students. Determination of the number of respondents selected using a simple random sampling technique. The research findings show a leadership evaluation model and characteristics of successful principals with 32 items meeting the validity and reliability test requirements. There is a high level of correlation between the principal's leadership, the principal's character and effective learning. There is a sign leadership evaluation modelificant influence between school leadership, the principal's character on effective learning. The results of the measurement of formative relationships show indicators of the behavior and actions of teachers who carry out learning seriously in the classroom becomes a determining factor in shaping the effective learning construct in secondary schools.

Keywords: Leadership; effective learning; principal's leadership

Introduction

There are many researchs on school leadership and management that has been conducted by observers and researchers in the field of education. The results of these researches in general show that the principal's leadership is widely seen as an important factor to embody an effective school (Gaol, 2017; Peter Mortimore, 1993; Sammons et al., 1995b; Setiyati, 2014). There are no research findings that show that effective schools are led by

ineffective school principals (Ekosiswoyo, 2016; Ibrohim, 2016; Ishak et al., 2017; Oedjoe, 2016; Widiyastuti & Arikunto, 2015; Maris et al., 2016). The study of school principal's leadership has been reviewed from various leadership theories, starting from the trait theory of leadership by (Bass & Stogdill, 1990; Pianda, 2018; Prihantoro, 2017; Sudharta, 2017), leader behavior theory by the University of Iowa (1939) continued by the University of Ohio (1957) and the University of Michigan (1961), the transformational leadership theory coined by (Downton, 2016) and continued by (Bass & Riggio, 2010; Cotton, 2003a) and the concept of transactional leadership by (Kuhnert, 1994; Kuhnert & Lewis, 1987) also from (Academy & Review, 2010), situational leadership by (Hersey & Blanchard, 1988) and effective leadership by (Mortimore, 1993a).

The late 20th century research on effective leadership and leadership has also evolved to ethical leadership (Ciulla, 2014). Leadership is not just a process of influencing others to achieve common goals, but the ethics of a leader is also an important factor that can affect the success of a leader in realizing the vision and mission of an organization (Sagnak, 2017). This understanding gives meaning that a leader has an ethical responsibility to treat followers with respect, as humans with unique identities (Herawati & Prayekti, 2015).

In connection with the description above, currently there are also many results of research on the leadership of principals who are more focused on the implementation of effective learning rather than managerial aspects ((Eggen & Kauchak, 2001; Gaol, 2017; Putra, 2018). (Fitrah, 2017; Shelton, 2011) explain that there has been a shift in the function of the principal from a managerial to leadership learning. (Mortimore, 1993a) in his research explained that the characteristics of effective schools reinforce some of the characteristics of effective schools characterized by professional leadership with a firm and determined character, taking a participatory approach and having extensive knowledge about the curriculum and learning and focus on the implementation of an effective learning process in the classroom.

Also, (Cotton, 2003b; Day & Sammons, 2013; Gordon et al., 2016; Orphanos & Orr, 2014; Orr et al., 2018) argue that the principal's leadership that focuses on the implementation of an effective learning process in the classroom is a model of leadership

that can have a high effect on student achievement through the implementation of effective learning in the classroom. These explanation were supported by (Day & Sammons, 2013) who state that the results of a review of 40 results of research on the influence of leadership of school principals shows that there is a significant influence between the leadership of a school principal and student achievement through the formation of attitudes and behavior of teachers to seriously carry out learning (Ismail, 2017; Suhada, 2020; Suwandi et al., 2016; Taoefik et al., 2016). More explicitly, the results of this review state that efforts to improve student achievement are carried out indirectly through improvements in the implementation of effective learning by teachers. Improving the quality of schools can only be done by principals who are more focused in supervising the implementation of learning in schools and in classrooms specifically.

Based on the above view, it can be stated that the leadership learning of a school principal can be defined as the behavior of a school principal, which indirectly influences student achievement through effective learning provided by the teacher. That is, learning leadership is the behavior of the principal that directly influences teacher performance in implementing effective learning which ultimately impacts student achievement. (Holifield & Cline, 1997; Masnun, 2017; Murtiningsih & Lian, 2017; Suhada, 2020) stated that one of the main tasks of a school principal is to improve teacher performance to be more serious in implementing learning in the classroom. This understanding has been agreed by education experts and policy makers that school improvement efforts depend on the leadership of the principal who is more focused and serious in overseeing the effective learning process in schools.

Furthermore, the study of leadership when viewed from the outcome approach also includes successful leaders and unsuccessful leaders. According to (Day & Sammons, 2013; Fauzi, 2018; Silaya, 2017; Zulkarnain et al., 2018), successful leaders and unsuccessful leaders are distinguished by the personality characteristics (traits theory of leadership) and behavior (Behaviore Theories) leaders. According to the trait-of leadership theory, the success of a leader is determined by his physical and psychological personality traits and characteristics. (Henriyani, 2018; Stephen P. Robbins and Timothy A. Judge, 2013; Wardani, 2018) suggests a successful leader in leading an organization is characterized by several characteristics, namely; First, fluency in talking; Second, the

ability to solve problems; Third, views into group or organizational problems; Fourth, flexibility; Fifth, intelligence; Sixth, willingness to accept responsibility; Seventh, social skills; Eighth, awareness of themselves and their environment. In the other hand, (G. A. Yukl & Becker, 2006a) point out that the character of a successful leader are: 1) have motive/traits, personality and values; 2) have confidence and optimism; 3) have skills and expertise; 4) have good behavior; 5) have integrity/honesty; 6) have good ethics/behavior; 7) have influence tactics; and 8) have the attributions about followers.

Meanwhile, according to the results of the second phase survey (Faturahman, 2018; Stogdill, 1974; Widiasari, 2017) there are ten qualities possessed by a successful leader: 1) the desire to be responsible and to complete the tasks; 2) the enthusiasm and perseverance in pursuing goals; 3) dare to take risks and be creative in solving problems; 4) the willingness to conduct the initiatives in social situations; 5) believe and understand one's self-identity; 6) the willingness to accept the consequences of decisions and actions; 7) ready to understand interpersonal stress; 8) the willingness to tolerate frustration and procrastination; 9) be able to influence the behavior of others; and 10) be able to form a system of social interaction for the sake of existing goals.

In line with the description above, (Hasanah, 2017; T. J. Leaming, 2006) explain that there are seven important traits or habits of a successful school principal, namely: First, they must have clear goals; Second, trying to understand the wants and needs of teachers, education personnel, students, and all school stakeholders, Third, able to become agents of change; Fourth, can understand and appreciate staff performance and work performance; Fifth, have a spirit of openness and always forthright; Sixth, always be fair, Seventh, always build consensus and be a good communicator. In the other hand, (Eggen & Kauchak, 2001; Gulo, 2017; Sakban et al., 2019) argue that a successful headmaster is able to provide good service to all his subordinates so as to create a conducive work environment and a pleasant feeling for them to carry out their duties and responsibilities. Therefore, (Eggen & Kauchak, 2001) confirmed that the successful leaders can: 1) provide good role models; 2) inspire a shared vision; 3) challenge the process of creating innovation; 4) empowering others to act; and 5) uplift people's spirits.

Mean while, the research on effective learning has also been conducted by educational experts, such as the results of research by (Bistari, 2017; Edmonds, 1979; Mortimore, 1993a; padli Nasution, 2016; Sammons, 1995; Setyosari, 2017). According to (Mortimore, 1993a), there are 11 characteristics of effective schools, four characteristics related to effective learning are characterized by: 1) teachers who focus on learning; 2) teachers who conduct serious learning; 3) teachers who have high expectations for student achievement; and 4) teachers who conduct continuous assessment of each student's cognitive, affective, and psychomotor behavior.

The findings from various studies and discussions explaining the headmaster's leadership and the problematic of unprofessional teachers have been the subject of much discussion (Isnaini, 2019). The low competency of school principals and unprofessional teachers, the diminishing commitment of teachers in carrying out tasks in school has become a visible finding of researchers and observers in the field of education. The phase of regional autonomy at the district and city level that gives authority to district and city district heads in appointing principals that are not based on competency standards has become a hot national issue.

Based on the description of the problems above, it is necessary to explain the concept of professional leadership of the principal following to the concept of professional leadership by (Mortimore, 1993a) marked by several dimensions e.g. firm and determined to make schools as agents of change, use participatory approaches in formulating various school policies, and have the competence to oversee the learning process in class. While the concept of successful leadership is the adoption of several concepts of successful leadership put forward by (Bass & Stogdill, 1990; Eggen & Kauchak, 2001; T. J. Leaming, 2006; Peter G. Northouse, 2018; Stephen P. Robbins and Timothy A. Judge, 2013; Stogdill, 1974; G. A. Yukl & Becker, 2006b) then simplified into eight characteristics of a successful leader. Successful principals' leadership will be tested in aspects related to the principal's personality in several ways, i.e.: 1) the ability to formulate his leadership vision; 2) the aspect of courage in taking risks; 3) the excitement aspect in overseeing the implementation of learning; 4) aspects of emotional control; 5) Judgment: The principal is wise and fair; 6) Resilience: The principal is optimistic, resilient and remains calm in a crisis and is energetic and thinks positively at all times; 7)

Persuasive: The principal is a persuading and good listener, confident and proficient in describing their school's story to outsiders; 8) and Curiosity: The principal has a high curiosity about new ideas and has a good network with parties outside the school (Bass & Stogdill, 1990; Eggen & Kauchak, 2001; D. R. Leaming, 2006).

No specific reports on to illustrating the quality of leadership and characteristics of successful school principals of Indonesian context. This leadership can indicate the level of leadership of a school principal at the very successful, successful and unsuccessful stages. Thus, it needs to conduct the current research because the evaluation model of principal's leadership would help to improve the effective learning for secondary schools successfully. While the effective learning referred to in this study, it is actually also a form of effective school implementation. Some concepts of effective schools generally have the same views about the characteristics of effective schools (Azhar, 2017; Ibrohim, 2016; Widiyastuti & Arikunto, 2015). According to (Mortimore, 1993a) the manifestation of effective learning is characterized by four indicators are: 1) teachers who focus on learning; 2) the teacher takes the learning seriously; 3) teachers who have high expectations for student achievement; and 4) teachers who carry out continuous assessment of each student's cognitive, affective, and psychomotor behavior. In this case, it can be emphasized that the teacher gives a direct influence on the implementation of an effective learning process.

Methods

Research Goal

This study aims to identify and analyze 1) the stages of leadership effectiveness and characteristics of successful principals and 2) the stage of implementing effective learning in SMA 6 Padang. To prove the purpose of this study, several hypotheses are proposed, namely: H₁ There is a correlation between each of the principals' leadership variables (X₁), the character of successful principals (X₂), and effective learning (Y). H₂ There is a jointly significant effect between the principal's leadership variable (X₁), and the principal's character (X₂) with effective learning (Y); Third, to find out the percentage of formative relationships of each indicator (Y₋₁, Y₋₂, Y₋₃ and Y₋₄) as manifest variables in forming effective learning (Y) as latent variables.

Research Design

This research design is a combination of survey research and development research with a quantitative approach. According to (Creswell & Creswell, 2017), the results of survey research can collect data directly from the subject under study and can make generalizations to the population. While the development research design follows the results of the survey research can collect data directly from the subject under study and can make generalizations to the population. While the development research design follows the model by (Borg & Gall, 1989) is used to create a leadership evaluation model and characteristics of successful principals in realizing effective learning in SMA Negeri 6 Padang.

Sample and Data Collection

The study was conducted for three months from January to March 2019 at SMA Negeri 6 Padang. The population of this study refers to all students of SMA Negeri 6 Padang, amounting to 889 students, while the study sample of 100 people spread into 10 study groups with details of three rooms from grade X, four rooms from grade XI, and three rooms of grade XI. Student selection is done proportionally based on the number of study groups.

Data collection techniques using questionnaires as research instruments to obtain information about leadership and the characteristics of successful principals as independent variables and effective learning implementation are used as the dependent variable. The questionnaire design guide is based on the variables in this study so that the purpose of data collection is in accordance with the expected research objectives.

The instrument uses a Likert scale of 5 to indicate agreement in each statement submitted. Respondents can provide answers to each statement by circling the number. The Likert scales used are: *First*, 5 = strongly agree, 4 = agree, 3 = fairly agree, 2 = disagree, and 1 = strongly disagree; *Second*, 5 = always, 4 = often, 3 = sometimes, 2 = rarely, and 1 = never.

Analyzing Data

All data obtained were analyzed using the Statistical Package for Social Sciences (SPSS version 20), using descriptive, inference, and regression statistics. Item-total correlation

analysis and Cronbach Alpha method and factor analysis using Exploratory Factor Analysis are used to test the validity and reliability of the instruments of each of the variables studied. While Confirmatory factor analysis is used to see the instrument items that form the single factor of this research variable.

Descriptive analysis is used to analyze the stages of implementation performance of each variable with a minimum score and standard deviation. The minimum interpretation score is determined based on a predetermined scale, such as table 1;

Table 1. Minimum Interpretation Score Based on Scale

Range	Interpretation
1.00 to 1.89	Very Low (VL)
1.90 to 2.69	Low (L)
2.70 to 3.49	Medium (M)
3.50 to 4.29	High (H)
4.30 to 5.00	Very High (VH)

In the other hand, Pearson correlation is used to analyze the research hypothesis to see the strength of the relationship between variables. The analysis findings (r) are interpreted into three phases: low, medium and high are presented in Table 2;

Table 2. The Relationship between Two Variabels

No.	Correlation Coefficient (r)	Relationship Strength
1.	$\pm 0.70-1.00$	High
2.	$\pm 0.30-0.69$	Medium
3.	$\pm 0.00-0.29$	Low

source: Jackson L. Sherry (2006).

The sac Stepwise regression analysis method is used to analyze the contribution of the independent variable to the dependent variable of this study.

Findings

This research instrument as a whole consists of 32 items, 14 items represent two independent variables namely: Professional leadership of the principal (X_1) and the

character of a successful principal (X_2). While 18 instrument items represent the dependent variable, namely Effective Learning (Y). The Effective Learning Variable (Y) is measured using four indicators namely, (Y-1) the teacher concentrates on learning; (Y-2) teachers who carry out learning seriously; (Y-3) teachers who carry out continuous assessments; (Y-4) teachers who have high expectations of student achievement.

The instrument test was conducted in August 2019 with 30 students representing class X, class XI and class XII at SMA Negeri 6 Padang. This trial is intended to determine the validity and reliability of the instrument by looking at the Cronbach Alpha value according to (Wahyuningsih, 2015). If the correlation value of items with a total score (r) greater than (0.30) indicates that the instrument items are valid or have a high validity, and if the Alpha coefficient value > 0.7 indicates that the instrument items are reliable or have the reliability in measuring the same thing. Alpha value > 0.60 is the minimum reliability index for the use of this instrument (Wahyuningsih, 2015).

The result of the study showed that the reliability and validity estimation of the instruments of each variable as follows: First, the results of the analysis of the leadership variables of professional principals with 6 instruments obtained range of correlation values of items with the total score ($r > 0.30$) is between 0.593-0.780 with a Cronbach Alpha coefficient of 0.893. Second, the results of the analysis for the success characteristics of the principal with 8 items obtained range of items with a correlation value of the number of scores ($r > 0.30$) which is between 0.336-0.630 with a Cronbach Alpha coefficient of 0.792; Third, the results of the analysis for the effective learning variable were 18 instruments for indicators: (1) priority to learning obtained by the range of item correlation values with the total score ($r > 0.30$) which is between 0.441-0.630 with a Cronbach Alpha coefficient of 0.768; (2) Learning earnestly obtained range of items correlation values with the total score ($r > 0.30$) which is between 0.515-0.733 with a Cronbach Alpha coefficient of 0.838; (3) Continuous assessment obtained by the range of item correlation values with a total score ($r > 0.30$) that is between 0.515-0.733 with a Cronbach Alpha coefficient of 0.786; (4) High teacher expectations on student achievement obtained by the correlation range of items with a total score ($r > 0.30$) which is between 0.464-0.590 with a Cronbach Alpha coefficient of 0.716. This gives the conclusion that the item has a high validity value. Meanwhile, the reliability value

(Cronbach Alpha) instrument for all variables obtained an alpha value exceeding 0.60. This gives the conclusion that the item has a good reliability value as suggested by (Creswell & Creswell, 2017), that Cronbach Alpha values between 0.60 and 0.80 are accepted, while Cronbach Alpha values exceeding 0.80 are considered good. Meanwhile, (Wahyuningsih, 2015) explained that the *Cronbach Alpha* value exceeding 0.60 is often used as an index of confidence level in research.

Then the results of the validity and reliability test based on Cronbach Alpha were re-tested using Explonatory Factor Analysis to obtain a KMO value 0.05 and Anti Image Correlation value for each construct item > 0.05. The results of the analysis show the acquisition of MSA (Measure of Sampling Adequacy) value of Anti Image Correlation and Matrix Components for each instrument item with a loading factor > 0.5 and a rotated component matrix value of more than > 0.5. The results of this test can be concluded that the instrument is valid and forms certain factors on two independent variables and one dependent variable with four indicators. Whereas the KMO and Bartlett's Test produced more than 0.5 which indicated the KMO could be continued.

Then to see the extent to which the items of the instrument remain as a single factor of each variable, it is necessary to proceed to the instrument analysis stage with Confirmatory factor analysis. The results of the analysis show the component matrix values for each variable have formed a single factor as the results shown in table 3;

Table 3. Summary of Single Factor Analysis Results with Confirmatory Factor Analysis

The variables of Effective School		Instrument Items	Matrix Component	Falling Items
X1	Principal's leadership	6	.73 – .85	0
X2	Principal's character	8	.62 – .76	0
Y	Effective learning	18	.53 – .80	0
	Total	32		0

The instrument test results above can be concluded that the structure of the model that describes the relationship of independent variables with the dependent variable has been tested to meet the validity and reliability. While the measurement model that illustrates the relationship of effective learning (Y) as a latent variable with indicators as manifest

variable has also fulfilled the validity and reliability test. The next analysis is to test the significance of the relationship between variables and variables and the formative relationship of the dependent variable with the indicator.

Furthermore, the results of multiple linear regressions with the Stepwise method are used to test the H₂ hypothesis. The results of the analysis show that the independent variables significantly influence the realization of the implementation of effective learning in SMA Negeri 6 Padang with the results as shown in table 4;

Table 4 Multiple Regressions as Independent Variables against Dependent Variables

Model	Unstandardized		Standardized	T	Sig.	R Square	Pengaruh
	Coefficients		Coefficients				
	B	Std. Error	Beta			Change	
1 (Constant)	1.096	.294		3.727	.00		
X ₁	.681	.073	.684	9.294	.00	.468	46.8 %
2 (Constant)	.077	.366		.210	.01		
X ₁	.432	.090	.434	4.787	.00		
X ₂	.487	.117	.379	4.172	.00	.081	8.1 %

a. Dependent Variabel: Y

While multiple linear regression analysis with the Stepwise method is also used to test the H₃ hypothesis to measure and see the formative relationship between the four indicators as manifest variables with latent variables. The results of the analysis with the Confirmatory factor analysis show that the Effective Learning (Y) variable is formed based on four indicators as manifest variables, namely: First, the teacher who prioritizes learning (Y₋₁); Second, teachers who carry out serious learning (Y₋₂); Third, teachers who carry out continuous assessment (Y₋₃); and Fourth, teacher expectations are high for student achievement (Y₋₄). To see how much of each indicator (Y₋₁, Y₋₂, Y₋₃ and Y₋₄) as a manifest variable contributes to forming Y as a latent variable then it is analyzed by measuring the formative model. The relationship model can be seen as in Figure 1;

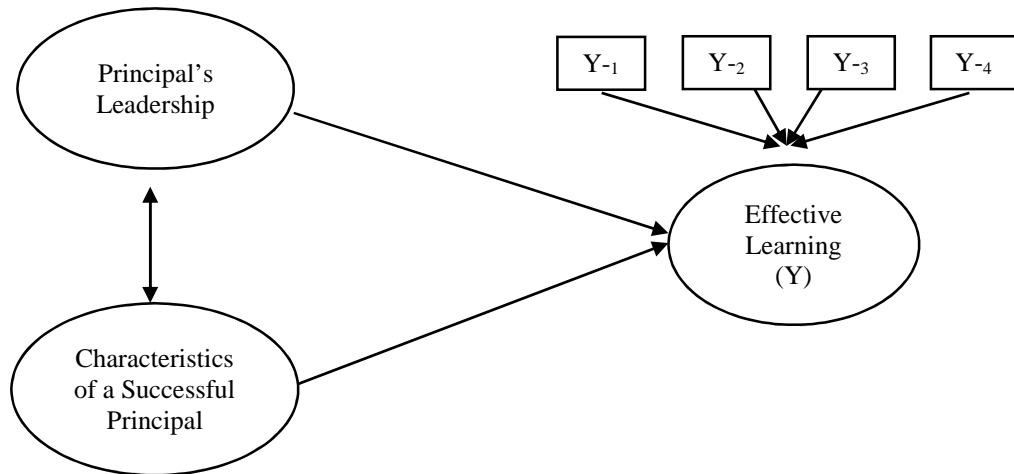


Figure 1: Y latent variables measured by indicators Y-1, Y-2, Y-3 and Y-4

After analyzing the formative relationship of each indicator as a manifest variable with the construct of effective learning (Y), it is obtained the percentage of the contribution of each indicator to the effective learning construct as a latent variable, as in Table 5;

Table 5. Multiple Regression Effect of Manifest Variables Y-1, Y-2, Y-3 and Y-4 against Latent Y Variables

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	R Square Change	Pengaruh
		B	Std. Error	Beta				
1	(Con-stant)	1.103	.124		8.900	.000		
	Y-2	.736	.033	.913	22.184	.000	.834	83.4%
2	(Con-stant)	.785	.086		9.180	.000		
	Y-2	.483	.031	.600	15.661	.000		
	Y-4	.350	.030	.441	11.510	.000	.096	9.6%
3	(Con-stant)	.155	.058		2.660	.009		
	Y-2	.374	.017	.465	21.750	.000		
	Y-4	.298	.016	.375	18.675	.000		
	Y-3	.283	.017	.295	16.433	.000	.052	5.2%
4	(Con-stant)	.003	.002		1.528	.130		
	Y-2	.251	.001	.311	332.178	.000		
	Y-4	.250	.001	.315	423.975	.000		
	Y-3	.250	.001	.260	402.634	.000		
	Y-1	.249	.001	.262	277.115	.000	.018	1.8%

a. Dependent Variabel: Y

Table 5 gives the meaning that the indicator: Y-2 “the behavior and actions of teachers who carry out learning seriously in the class” role as a determining factor in realizing Effective Learning (Y) in SMA Negeri 6 Padang by 83.4%. Next the Y-2 indicator along with Y-4 give the effect of 93%, it means that Y-4 indicator gives an effect of 9.6%. Furthermore, Y-2 indicator along with Y-4 and Y-3 give an influence of 98.2%, it means that Y-3 indicator gives the effect of 5.2%. Finally, Y-2 indicators along with Y-4 and Y-3 and Y-1 give the effect of 100%, and Y-1 contribution is 1.8%.

Discussion and Conclusions

Furthermore, to test the H₁, Pearson correlation hypothesis is used as in table 2 above. The results of the overall analysis showed that there was a significant correlation at a high stage with a correlation coefficient ($r > 0.70$) between the leadership of the principal, the character of the principal who succeeded as an independent variable with effective learning as the dependent variable according to student perceptions.

The indicators of professional school principal leadership correlate directly to the realization of effective learning in SMA Negeri 6 Padang, namely: First, Wise in solving problems that occur in schools; Second, Be firm in controlling the implementation of learning in the classroom; Third, has an initiative to improve the quality of learning; Fourth, often discuss with teachers informally about approaches to improving the quality of learning; Fifth, Knowledge and skill in assessing teacher learning tools; Sixth, Have leadership that can bring schools towards an effective learning process. The findings of this study are aligned with effective schools by (Maris et al., 2016; Mortimore, 1993a) that only professional headmaster;s leadership can realize an effective learning process. This is also in line with research findings by (Sammons, 1995) which explains the better and professional leadership of the principal, the more effective the learning process in schools in improving school quality. The result of the researched conducted by (Chater & Loewenstein, 2016; Eggen & Kauchak, 2001; Hallinger, 2015; Peter Guy Northouse, 2016) also support the research findings. There, there is a close relationship between school leadership and effective learning. The findings of this study are also supported by the results of the study by (Shelton, 2011) which suggests that professional principal’s leadership is one important factor for the realization of effective learning in schools.

Likewise the character of a successful headmaster with indicators: First, Having a vision and being able to formulate and shape a better school future; Second, Dare to take risks and be steadfast in challenging bad behavior of school residents who are against school rules; Third, Passionate in supervising learning in each class and showing great commitment to students; Fourth, showing good empathy for teachers, employees, and students; Fifth, Wise and being fair in solving every problem in school; Sixth, Always optimistic and resilient, staying calm in a crisis and energetic and positive at all times; Seventh, a persuader and good listener, confident and proficient describe "school stories to school residents and outsiders"; Eighth, Have a high curiosity about new ideas and have a good network with parties outside the school. The whole indicator shows the min score at a high stage with the correlation coefficient in the range of values $(r) > 0.70-1.00$, meaning that eight characteristics of successful principals possessed by the headmaster of Padang 6 High School are indicators that correlate significantly for the realization of an effective learning process. The findings of this study are in line with (G. Yukl, 1989) who found that effective leaders are leaders who can recognize and solve problems well and maintain organizational relationships are characterized by eight characters of successful leaders. (Atas et al., 2014; Rasim, 2014; Sanusi & Darmawan, 2016) mention that the character of leadership also suggests that from the aspect of character there are leaders who have character and there are leaders who do not have character. A successful leader is characterized by the responsibility to bring the organization he leads in accordance with the vision and mission that was mutually agreed upon and treat his followers well. Leaders who have good character are one of the factors that can realize effective learning.

The overall effect value is 54.9% with the biggest influence is given by the principal's leadership variable (X_1) as much as 46.8% and the successful principal's character variable (X_2) exerts an effect of 8.1% (see table 4). The results of the research is in line with the results of 40 reviews conducted by (Day & Sammons, 2013) who emphasize that the principal's leadership significantly influences student achievement through serious learning conducted by the teachers. Here, the leadership implementation is the behavior of the principal that directly influences teachers' work performance in implementing effective learning which ultimately impacts student achievement. Furthermore, the results of researches conducted by (Holifield & Cline, 1997; Masnun,

2017; Murtiningsih & Lian, 2017; Suhada, 2020) also support the results of this study. These researches stated that one of the main tasks of a school principal is to improve teacher performance to be more serious in implementing learning in the classroom. The results of this study indicate that school improvement efforts depend on the leadership of principals who are more focused and earnest in overseeing the effective learning process in the classroom.

Based table 5, Indicator Y-2 alone gives the biggest influence of 83.4% compared to the other three indicators, it can be stated that the instrument items of indicator Y-2 plays a massive role in realizing the implementation of effective learning in SMA Negeri 6 Padang are: *First*, teachers who actually prepare a Lesson Plan and informing students about the subject matter to be delivered; *Second*, the teacher who connects last week's learning with the material that will be delivered today; *Third*, the teacher presents the material in a structured and systematic manner and is easily understood by students; *Fourth*, teachers who use teaching strategies that vary according to students' abilities; and *Fifth*, the teacher gives the same treatment to all students even though they have different abilities from each other.

Teachers who have high expectations of students (Y-4) with instrument items: *First*, I provide additional time to serve students who have problems with learning material; *Second*, I provide enrichment to students who have not yet completed in accordance with the Minimum Mastery Standard that has been set; *Third*, I encourage and motivate students to excel in improving the reputation of the school; and *Fourth*, I inform students about the vision and mission of the school, I inform students about the vision and mission of the school. These items only determine an effective learning process of 9.60%.

Likewise, those who carry out continuous assessment (Y-3) with instrument items: *First*, I have a good assessment document about the daily test scores, midterm and final semester scores and student homework grades; *Second*, I give the opportunity for students who have not yet completed to take a daily test or exam again; *Third*, I am assessing students' overall abilities both in terms of knowledge, skills and attitudes; and *Fourth*, the assessment that I do is not only the mastery of the subject matter, but every

action and behavior of the students I value. These items only determine an effective learning process of 5.20%.

Meanwhile, the teacher who prioritized learning (Y-1) indicated by the instrument items: *First*, I came to class on time and left the class on time according to the bell and change of class time; *Second*, in delivering subject matter, I am more focused on mastering subject matter that must be mastered by students in accordance with the Minimum Mastery Standard that have been set; *Third*, I use a variety of teaching strategies to attract students' attention to focus more on the lesson; *Fourth*, in the delivery of subject matter, I strive to create a warm learning atmosphere interspersed with a sense of humor (sense of humor); and *Fifth*, I examine students' homework carefully and return the results of the examination to students. These items only contribute to determining an effective learning process of 1.8%.

The results of this study correspond to four characteristics of effective learning by (Mortimore, 1993b; Sammons et al., 1995a). The characteristics are first, teachers who prioritizes learning; second, teachers who conducted serious learning; third, teachers who conduct continuous assessment; and four, teachers' high expectations on student achievement. However (Mortimore, 1993b; Sammons et al., 1995a) have not explain in detail the percentage of influence of each indicator. What is different from the findings of this study with other research findings is that it can be explained the magnitude of the contribution of each indicator that plays a role in realizing the implementation of an effective learning process in secondary schools.

The principal's leadership evaluation model in realizing effective learning consists of two independent variables namely, *First*, the principal's professional leadership; *Second*, the character of successful principals with several indicators and the dependent variable namely effective learning is measured by using four indicators i.e. 1) teachers who concentrate on learning; 2) teachers who conduct learning seriously; 3) teachers who conduct continuous assessment; and 4) teachers who have high expectations of students have been tested theoretically and empirically. The results of the validity and reliability test of the instrument showed that the items of the instruments of each of these variables were valid or had a high validity.

The results of *Pearson* correlation analysis show that overall there is a significant relationship between two independent variables with effective learning according to students' perceptions. The results of the *Pearson* correlation analysis indicate that there is a significant high-level relationship between the principal's leadership and effective learning. There is also a high level of significant relationship between the principal's characteristics and effective learning.

The results of the analysis of the F test variance prove that the principal's professional leadership and the character of the successful headmaster significantly influence the effort to realize effective learning. While the formative relationship between effective learning as a latent variable is formed by four indicators, the results of the study show that the indicators of "the behavior and actions of the teachers who conduct serious learning environment in the classroom" act as the main characteristics that contribute greatly in realizing effective learning in schools. This shows that if a school principal strives to realize effective learning, he must give primary focus to the strict control of the teacher's behavior and actions in conducting serious learning environment in the classroom.

Recommendation

The results of this study have provided an overview of the implementation of effective learning in schools is largely determined by indicators related to teachers, as explained by Mortimore (1993b) and Sammons et al. (1995a) but the research findings do not explain in detail the percentage of indicators that combine in realizing the implementation of effective learning in school. Thus, future research is suggested to focus on collecting more data from a large number of secondary schools with a good principal's leadership in the country. It is also recommended to collect data from the the staffs of the schools and related stakeholders. The data from this study was collected from only one school, thus greater access to data from other secondary schools in the country would better endorse the conclusions drawn from this study. Thus, it can be explained the magnitude of the contribution of each indicator that plays a role in realizing the implementation of an effective learning process in secondary schools.

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The Evaluation Model of Principal's Leadership: Boosting Effective Learning for Indonesian Secondary Schools

Abstract: The study aims to investigate the evaluation model of professional leadership and the characteristics of successful principals in realizing effective learning and producing instruments that meet the validity and reliability tests. It also to find out correlation and the significance of the independent variable on the dependent variable and the percentage of influence of the indicators in shaping the effective learning construct model. Quantitative data were obtained through questionnaire from 100 students. Determination of the number of respondents selected using a simple random sampling technique. The research findings show a leadership evaluation model and characteristics of successful principals with 32 items meeting the validity and reliability test requirements. There is a high level of correlation between the principal's leadership, the principal's character and effective learning. There is a sign leadership evaluation modelificant influence between school leadership, the principal's character on effective learning. The results of the measurement of formative relationships show indicators of the behavior and actions of teachers who carry out learning seriously in the classroom becomes a determining factor in shaping the effective learning construct in secondary schools.

Keywords: *Leadership; effective learning; principal's leadership*

Introduction

There are many researchs on school leadership and management that has been conducted by observers and researchers in the field of education. The results of these researches in general show that the principal's leadership is widely seen as an important factor to embody an effective school (Gaol, 2017; Peter Mortimore, 1993; Sammons et al., 1995b; Setiyati, 2014). There are no research findings that show that effective schools are led by ineffective school principals (Ekosiswoyo, 2016; Ibrohim, 2016; Ishak et al., 2017; Oedjoe, 2016; Widiyastuti & Arikunto, 2015; Maris et al., 2016). The study of school principal's leadership has been reviewed from various leadership theories, starting from the trait theory of leadership by (Bass & Stogdill, 1990; Pianda, 2018; Prihantoro, 2017; Sudharta, 2017), leader behavior theory by the University of Iowa (1939) continued by the University of Ohio (1957) and the University of Michigan (1961), the transformational leadership theory coined by (Downton, 2016) and continued by (Bass & Riggio, 2010; Cotton, 2003a) and the concept of transactional leadership by (Kuhnert, 1994; Kuhnert & Lewis, 1987) also from (Academy & Review, 2010), situational

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leadership by (Hersey & Blanchard, 1988) and effective leadership by (Mortimore, 1993a).

The late 20th century research on effective leadership and leadership has also evolved to ethical leadership (Ciulla, 2014). Leadership is not just a process of influencing others to achieve common goals, but the ethics of a leader is also an important factor that can affect the success of a leader in realizing the vision and mission of an organization (Sagnak, 2017). This understanding gives meaning that a leader has an ethical responsibility to treat followers with respect, as humans with unique identities (Herawati & Prayekti, 2015).

In connection with the description above, currently there are also many results of research on the leadership of principals who are more focused on the implementation of effective learning rather than managerial aspects ((Eggen & Kauchak, 2001; Gaol, 2017; Putra, 2018). (Fitrah, 2017; Shelton, 2011) explain that there has been a shift in the function of the principal from a managerial to leadership learning. (Mortimore, 1993a) in his research explained that the characteristics of effective schools reinforce some of the characteristics of effective schools characterized by professional leadership with a firm and determined character, taking a participatory approach and having extensive knowledge about the curriculum and learning and focus on the implementation of an effective learning process in the classroom.

Also, (Cotton, 2003b; Day & Sammons, 2013; Gordon et al., 2016; Orphanos & Orr, 2014; Orr et al., 2018) argue that the principal's leadership that focuses on the implementation of an effective learning process in the classroom is a model of leadership that can have a high effect on student achievement through the implementation of effective learning in the classroom. These explanation were supported by (Day & Sammons, 2013) who state that the results of a review of 40 results of research on the influence of leadership of school principals shows that there is a significant influence between the leadership of a school principal and student achievement through the formation of attitudes and behavior of teachers to seriously carry out learning (Ismail, 2017; Suhada, 2020; Suwandi et al., 2016; Taoefik et al., 2016). More explicitly, the results of this review state that efforts to improve student achievement are carried out indirectly through improvements in the implementation of effective learning by teachers.

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Improving the quality of schools can only be done by principals who are more focused in supervising the implementation of learning in schools and in classrooms specifically.

Based on the above view, it can be stated that the leadership learning of a school principal can be defined as the behavior of a school principal, which indirectly influences student achievement through effective learning provided by the teacher. That is, learning leadership is the behavior of the principal that directly influences teacher performance in implementing effective learning which ultimately impacts student achievement. (Holifield & Cline, 1997; Masnun, 2017; Murtiningsih & Lian, 2017; Suhada, 2020) stated that one of the main tasks of a school principal is to improve teacher performance to be more serious in implementing learning in the classroom. This understanding has been agreed by education experts and policy makers that school improvement efforts depend on the leadership of the principal who is more focused and serious in overseeing the effective learning process in schools.

Furthermore, the study of leadership when viewed from the outcome approach also includes successful leaders and unsuccessful leaders. According to (Day & Sammons, 2013; Fauzi, 2018; Silaya, 2017; Zulkarnain et al., 2018), successful leaders and unsuccessful leaders are distinguished by the personality characteristics (traits theory of leadership) and behavior (Behaviore Theories) leaders. According to the trait-of leadership theory, the success of a leader is determined by his physical and psychological personality traits and characteristics. (Henriyani, 2018; Stephen P. Robbins and Timothy A. Judge, 2013; Wardani, 2018) suggests a successful leader in leading an organization is characterized by several characteristics, namely; First, fluency in talking; Second, the ability to solve problems; Third, views into group or organizational problems; Fourth, flexibility; Fifth, intelligence; Sixth, willingness to accept responsibility; Seventh, social skills; Eighth, awareness of themselves and their environment. In the other hand, (G. A. Yukl & Becker, 2006a) point out that the character of a successful leader are: 1) have motive/traits, personality and values; 2) have confidence and optimism; 3) have skills and expertise; 4) have good behavior; 5) have integrity/honesty; 6) have good ethics/behavior; 7) have influence tactics; and 8) have the attributions about followers.

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Meanwhile, according to the results of the second phase survey (Faturahman, 2018; Stogdill, 1974; Widayarsi, 2017) there are ten qualities possessed by a successful leader: 1) the desire to be responsible and to complete the tasks; 2) the enthusiasm and perseverance in pursuing goals; 3) dare to take risks and be creative in solving problems; 4) the willingness to conduct the initiatives in social situations; 5) believe and understand one's self-identity; 6) the willingness to accept the consequences of decisions and actions; 7) ready to understand interpersonal stress; 8) the willingness to tolerate frustration and procrastination; 9) be able to influence the behavior of others; and 10) be able to form a system of social interaction for the sake of existing goals.

In line with the description above, (Hasanah, 2017; T. J. Leaming, 2006) explain that there are seven important traits or habits of a successful school principal, namely: First, they must have clear goals; Second, trying to understand the wants and needs of teachers, education personnel, students, and all school stakeholders, Third, able to become agents of change; Fourth, can understand and appreciate staff performance and work performance; Fifth, have a spirit of openness and always forthright; Sixth, always be fair, Seventh, always build consensus and be a good communicator. In the other hand, (Eggen & Kauchak, 2001; Gulo, 2017; Sakban et al., 2019) argue that a successful headmaster is able to provide good service to all his subordinates so as to create a conducive work environment and a pleasant feeling for them to carry out their duties and responsibilities. Therefore, (Eggen & Kauchak, 2001) confirmed that the successful leaders can: 1) provide good role models; 2) inspire a shared vision; 3) challenge the process of creating innovation; 4) empowering others to act; and 5) uplift people's spirits.

Mean while, the research on effective learning has also been conducted by educational experts, such as the results of research by (Bistari, 2017; Edmonds, 1979; Mortimore, 1993a; padli Nasution, 2016; Sammons, 1995; Setyosari, 2017). According to (Mortimore, 1993a), there are 11 characteristics of effective schools, four characteristics related to effective learning are characterized by: 1) teachers who focus on learning; 2) teachers who conduct serious learning; 3) teachers who have high expectations for student achievement; and 4) teachers who conduct continuous assessment of each student's cognitive, affective, and psychomotor behavior.

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The findings from various studies and discussions explaining the headmaster's leadership and the problematic of unprofessional teachers have been the subject of much discussion (Isnaini, 2019). The low competency of school principals and unprofessional teachers, the diminishing commitment of teachers in carrying out tasks in school has become a visible finding of researchers and observers in the field of education. The phase of regional autonomy at the district and city level that gives authority to district and city district heads in appointing principals that are not based on competency standards has become a hot national issue.

Based on the description of the problems above, it is necessary to explain the concept of professional leadership of the principal following to the concept of professional leadership by (Mortimore, 1993a) marked by several dimensions e.g. firm and determined to make schools as agents of change, use participatory approaches in formulating various school policies, and have the competence to oversee the learning process in class. While the concept of successful leadership is the adoption of several concepts of successful leadership put forward by (Bass & Stogdill, 1990; Eggen & Kauchak, 2001; T. J. Leaming, 2006; Peter G. Northouse, 2018; Stephen P. Robbins and Timothy A. Judge, 2013; Stogdill, 1974; G. A. Yukl & Becker, 2006b) then simplified into eight characteristics of a successful leader. Successful principals' leadership will be tested in aspects related to the principal's personality in several ways, i.e.: 1) the ability to formulate his leadership vision; 2) the aspect of courage in taking risks; 3) the excitement aspect in overseeing the implementation of learning; 4) aspects of emotional control; 5) Judgment: The principal is wise and fair; 6) Resilience: The principal is optimistic, resilient and remains calm in a crisis and is energetic and thinks positively at all times; 7) Persuasive: The principal is a persuading and good listener, confident and proficient in describing their school's story to outsiders; 8) and Curiosity: The principal has a high curiosity about new ideas and has a good network with parties outside the school (Bass & Stogdill, 1990; Eggen & Kauchak, 2001; D. R. Leaming, 2006).

No specific reports on to illustrating the quality of leadership and characteristics of successful school principals of Indonesian context. This leadership can indicate the level of leadership of a school principal at the very successful, successful and unsuccessful stages. Thus, it needs to conduct the current research because the evaluation model of

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principal's leadership would help to improve the effective learning for secondary schools successfully. While the effective learning referred to in this study, it is actually also a form of effective school implementation. Some concepts of effective schools generally have the same views about the characteristics of effective schools (Azhar, 2017; Ibrohim, 2016; Widiyastuti & Arikunto, 2015). According to (Mortimore, 1993a) the manifestation of effective learning is characterized by four indicators are: 1) teachers who focus on learning; 2) the teacher takes the learning seriously; 3) teachers who have high expectations for student achievement; and 4) teachers who carry out continuous assessment of each student's cognitive, affective, and psychomotor behavior. In this case, it can be emphasized that the teacher gives a direct influence on the implementation of an effective learning process.

Methods

Research Goal

This study aims to identify and analyze 1) the stages of leadership effectiveness and characteristics of successful principals and 2) the stage of implementing effective learning in SMA 6 Padang. To prove the purpose of this study, several hypotheses are proposed, namely: H_1 There is a correlation between each of the principals' leadership variables (X_1), the character of successful principals (X_2), and effective learning (Y). H_2 There is a jointly significant effect between the principal's leadership variable (X_1), and the principal's character (X_2) with effective learning (Y); Third, to find out the percentage of formative relationships of each indicator (Y_{-1} , Y_{-2} , Y_{-3} and Y_{-4}) as manifest variables in forming effective learning (Y) as latent variables.

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Research Design

This research design is a combination of survey research and development research with a quantitative approach. According to (Creswell & Creswell, 2017), the results of survey research can collect data directly from the subject under study and can make generalizations to the population. While the development research design follows the results of the survey research can collect data directly from the subject under study and can make generalizations to the population. While the development research design follows the model by (Borg & Gall, 1989) is used to create a leadership evaluation model

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and characteristics of successful principals in realizing effective learning in SMA Negeri 6 Padang.

Sample and Data Collection

The study was conducted for three months from January to March 2019 at SMA Negeri 6 Padang. The population of this study refers to all students of SMA Negeri 6 Padang, amounting to 889 students, while the study sample of 100 people spread into 10 study groups with details of three rooms from grade X, four rooms from grade XI, and three rooms of grade XI. Student selection is done proportionally based on the number of study groups.

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Data collection techniques using questionnaires as research instruments to obtain information about leadership and the characteristics of successful principals as independent variables and effective learning implementation are used as the dependent variable. The questionnaire design guide is based on the variables in this study so that the purpose of data collection is in accordance with the expected research objectives.

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The instrument uses a Likert scale of 5 to indicate agreement in each statement submitted. Respondents can provide answers to each statement by circling the number. The Likert scales used are: *First*, 5 = strongly agree, 4 = agree, 3 = fairly agree, 2 = disagree, and 1 = strongly disagree; *Second*, 5 = always, 4 = often, 3 = sometimes, 2 = rarely, and 1 = never.

Analyzing Data

All data obtained were analyzed using the Statistical Package for Social Sciences (SPSS version 20), using descriptive, inference, and regression statistics. Item-total correlation analysis and Cronbach Alpha method and factor analysis using Exploratory Fact Analysis are used to test the validity and reliability of the instruments of each of the variables studied. While Confirmatory factor analysis is used to see the instrument items that form the single factor of this research variable.

Descriptive analysis is used to analyze the stages of implementation performance of each variable with a minimum score and standard deviation. The minimum interpretation score is determined based on a predetermined scale, such as table 1;

Table 1. Minimum Interpretation Score Based on Scale

Range	Interpretation
1.00 to 1.89	Very Low (VL)
1.90 to 2.69	Low (L)
2.70 to 3.49	Medium (M)
3.50 to 4.29	High (H)
4.30 to 5.00	Very High (VH)

In the other hand, Pearson correlation is used to analyze the research hypothesis to see the strength of the relationship between variables. The analysis findings (r) are interpreted into three phases: low, medium and high are presented in Table 2;

Table 2. The Relationship between Two Variabels

No.	Correlation Coefficient (r)	Relationship Strength
1.	$\pm 0.70-1.00$	High
2.	$\pm 0.30-0.69$	Medium
3.	$\pm 0.00-0.29$	Low

source: Jackson L. Sherry (2006).

The sac Stepwise regression analysis method is used to analyze the contribution of the independent variable to the dependent variable of this study.

Findings

This research instrument as a whole consists of 32 items, 14 items represent two independent variables namely: Professional leadership of the principal (X_1) and the character of a successful principal (X_2). While 18 instrument items represent the dependent variable, namely Effective Learning (Y). The Effective Learning Variable (Y) is measured using four indicators namely, ($Y-1$) the teacher concentrates on learning; ($Y-2$) teachers who carry out learning seriously; ($Y-3$) teachers who carry out continuous assessments; ($Y-4$) teachers who have high expectations of student achievement.

The instrument test was conducted in August 2019 with 30 students representing class X, class XI and class XII at SMA Negeri 6 Padang. This trial is intended to determine the

validity and reliability of the instrument by looking at the Cronbach Alpha value according to (Wahyuningsih, 2015). If the correlation value of items with a total score (r) greater than (0.30) indicates that the instrument items are valid or have a high validity, and if the Alpha coefficient value > 0.7 indicates that the instrument items are reliable or have the reliability in measuring the same thing. Alpha value > 0.60 is the minimum reliability index for the use of this instrument (Wahyuningsih, 2015).

The result of the study showed that the reliability and validity estimation of the instruments of each variable as follows: First, the results of the analysis of the leadership variables of professional principals with 6 instruments obtained range of correlation values of items with the total score (r) > 0.30 is between 0.593-0.780 with a Cronbach Alpha coefficient of 0.893. Second, the results of the analysis for the success characteristics of the principal with 8 items obtained range of items with a correlation value of the number of scores (r) > 0.30 which is between 0.336-0.630 with a Cronbach Alpha coefficient of 0.792; Third, the results of the analysis for the effective learning variable were 18 instruments for indicators: (1) priority to learning obtained by the range of item correlation values with the total score (r) > 0.30 which is between 0.441-0.630 with a Cronbach Alpha coefficient of 0.768; (2) Learning earnestly obtained range of items correlation values with the total score (r) > 0.30 which is between 0.515-0.733 with a Cronbach Alpha coefficient of 0.838; (3) Continuous assessment obtained by the range of item correlation values with a total score (r) > 0.30 that is between 0.515-0.733 with a Cronbach Alpha coefficient of 0.786; (4) High teacher expectations on student achievement obtained by the correlation range of items with a total score (r) > 0.30 which is between 0.464-0.590 with a Cronbach Alpha coefficient of 0.716. This gives the conclusion that the item has a high validity value. Meanwhile, the reliability value (Cronbach Alpha) instrument for all variables obtained an alpha value exceeding 0.60. This gives the conclusion that the item has a good reliability value as suggested by (Creswell & Creswell, 2017), that Cronbach Alpha values between 0.60 and 0.80 are accepted, while Cronbach Alpha values exceeding 0.80 are considered good. Meanwhile, (Wahyuningsih, 2015) explained that the *Cronbach Alpha* value exceeding 0.60 is often used as an index of confidence level in research.

Then the results of the validity and reliability test based on Cronbach Alpha were re-

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tested using Explonatory Factor Analysis to obtain a KMO value 0.05 and Anti Image Correlation value for each construct item > 0.05. The results of the analysis show the acquisition of MSA (Measure of Sampling Adequacy) value of Anti Image Correlation and Matrix Components for each instrument item with a loading factor > 0.5 and a rotated component matric value of more than > 0.5. The results of this test can be concluded that the instrument is valid and forms certain factors on two independent variables and one dependent variable with four indicators. Whereas the KMO and Bartlett's Test produced more than 0.5 which indicated the KMO could be continued.

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Then to see the extent to which the items of the instrument remain as a single factor of each variable, it is necessary to proceed to the instrument analysis stage with Confirmatory factor analysis. The results of the analysis show the component matrix values for each variable have formed a single factor as the results shown in table 3;

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Table 3. Summary of Single Factor Analysis Results with Confirmatory Factor Analysis

The variables of Effective School		Instrument Items	Matrix Component	Falling Items
X1	Principal's leadership	6	.73 – .85	0
X2	Principal's character	8	.62 – .76	0
Y	Effective learning	18	.53 – .80	0
Total		32		0

The instrument test results above can be concluded that the structure of the model that describes the relationship of independent variables with the dependent variable has been tested to meet the validity and reliability. While the measurement model that illustrates the relationship of effective learning (Y) as a latent variable with indicators as manifest variable has also fulfilled the validity and reliability test. The next analysis is to test the significance of the relationship between variables and variables and the formative relationship of the dependent variable with the indicator.

Furthermore, the results of multiple linear regressions with the Stepwise method are used to test the H₂ hypothesis. The results of the analysis show that the independent variables significantly influence the realization of the implementation of effective learning in SMA Negeri 6 Padang with the results as shown in table 4;

Table 4 Multiple Regressions as Independent Variables against Dependent Variables

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.	R Square Change	Pengaruh
	B	Std. Error	Beta				
1	(Constant)	1.096	.294		3.727	.00	
	X ₁	.681	.073		9.294	.00	46.8 %
2	(Constant)	.077	.366		.210	.01	
	X ₁	.432	.090		4.787	.00	
	X ₂	.487	.117		4.172	.00	8.1 %

a. Dependent Variabel: Y

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While multiple linear regression analysis with the Stepwise method is also used to test the H3 hypothesis to measure and see the formative relationship between the four indicators as manifest variables with latent variables. The results of the analysis with the Confirmatory factor analysis show that the Effective Learning (Y) variable is formed based on four indicators as manifest variables, namely: First, the teacher who prioritizes learning (Y-1); Second, teachers who carry out serious learning (Y-2); Third, teachers who carry out continuous assessment (Y-3); and Fourth, teacher expectations are high for student achievement (Y-4). To see how much of each indicator (Y-1, Y-2, Y-3 and Y-4) as a manifest variable contributes to forming Y as a latent variable then it is analyzed by measuring the formative model. The relationship model can be seen as in Figure 1;

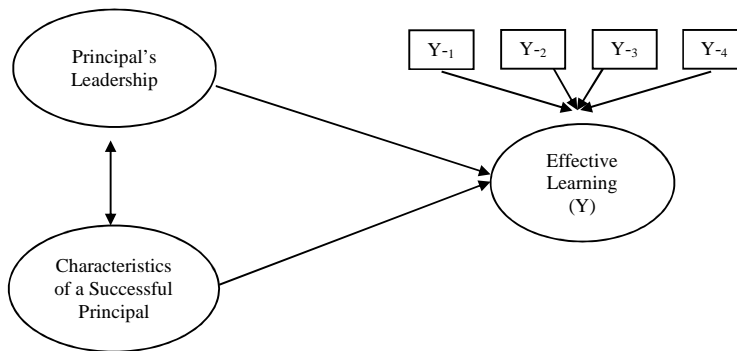


Figure 1: Y latent variables measured by indicators Y-1, Y-2, Y-3 and Y-4

After analyzing the formative relationship of each indicator as a manifest variable with the construct of effective learning (Y), it is obtained the percentage of the contribution of each indicator to the effective learning construct as a latent variable, as in Table 5;

Table 5. Multiple Regression Effect of Manifest Variables Y-1, Y-2, Y-3 and Y-4 against Latent Y Variables

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	R Square Change	Pengaruh
	B	Std. Error	Beta				
1	(Con-stant)	1.103	.124		8.900	.000	
	Y-2	.736	.033	.913	22.184	.000	.834
2	(Con-stant)	.785	.086		9.180	.000	
	Y-2	.483	.031	.600	15.661	.000	
	Y-4	.350	.030	.441	11.510	.000	.096
3	(Con-stant)	.155	.058		2.660	.009	
	Y-2	.374	.017	.465	21.750	.000	
	Y-4	.298	.016	.375	18.675	.000	
	Y-3	.283	.017	.295	16.433	.000	.052
4	(Con-stant)	.003	.002		1.528	.130	
	Y-2	.251	.001	.311	332.178	.000	
	Y-4	.250	.001	.315	423.975	.000	
	Y-3	.250	.001	.260	402.634	.000	
	Y-1	.249	.001	.262	277.115	.000	.018

a. Dependent Variabel: Y

Table 5 gives the meaning that the indicator: Y-2 “the behavior and actions of teachers who carry out learning seriously in the class” role as a determining factor in realizing Effective Learning (Y) in SMA Negeri 6 Padang by 83.4%. Next the Y-2 indicator along with Y-4 give the effect of 93%, it means that Y-4 indicator gives an effect of 9.6%. Furthermore, Y-2 indicator along with Y-4 and Y-3 give an influence of 98.2%, it means that Y-3 indicator gives the effect of 5.2%. Finally, Y-2 indicators along with Y-4 and Y-3 and Y-1 give the effect of 100%, and Y-1 contribution is 1.8%.

Discussion and Conclusions

Furthermore, to test the H₁, Pearson correlation hypothesis is used as in table 2 above. The results of the overall analysis showed that there was a significant correlation at a high stage with a correlation coefficient (r) > 0.70 between the leadership of the

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principal, the character of the principal who succeeded as an independent variable with effective learning as the dependent variable according to student perceptions.

The indicators of professional school principal leadership correlate directly to the realization of effective learning in SMA Negeri 6 Padang, namely: First, Wise in solving problems that occur in schools; Second, Be firm in controlling the implementation of learning in the classroom; Third, has an initiative to improve the quality of learning; Fourth, often discuss with teachers informally about approaches to improving the quality of learning; Fifth, Knowledge and skill in assessing teacher learning tools; Sixth, Have leadership that can bring schools towards an effective learning process. The findings of this study are aligned with effective schools by (Maris et al., 2016; Mortimore, 1993a) that only professional headmaster;s leadership can realize an effective learning process. This is also in line with research findings by (Sammons, 1995) which explains the better and professional leadership of the principal, the more effective the learning process in schools in improving school quality. The result of the researched conducted by (Chater & Loewenstein, 2016; Eggen & Kauchak, 2001; Hallinger, 2015; Peter Guy Northouse, 2016) also support the research findings. There, there is a close relationship between school leadership and effective learning. The findings of this study are also supported by the results of the study by (Shelton, 2011) which suggests that professional principal's leadership is one important factor for the realization of effective learning in schools.

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Likewise the character of a successful headmaster with indicators: First, Having a vision and being able to formulate and shape a better school future; Second, Dare to take risks and be steadfast in challenging bad behavior of school residents who are against school rules; Third, Passionate in supervising learning in each class and showing great commitment to students; Fourth, showing good empathy for teachers, employees, and students; Fifth, Wise and being fair in solving every problem in school; Sixth, Always optimistic and resilient, staying calm in a crisis and energetic and positive at all times; Seventh, a persuader and good listener, confident and proficient describe "school stories to school residents and outsiders"; Eighth, Have a high curiosity about new ideas and have a good network with parties outside the school. The whole indicator shows the min score at a high stage with the correlation coefficient in the range of values $(r) > 0.70-1.00$, meaning that eight characteristics of successful principals possessed by the headmaster of

Padang 6 High School are indicators that correlate significantly for the realization of an effective learning process. The findings of this study are in line with (G. Yukl, 1989) who found that effective leaders are leaders who can recognize and solve problems well and maintain organizational relationships are characterized by eight characters of successful leaders. (Atas et al., 2014; Rasim, 2014; Sanusi & Darmawan, 2016) mention that the character of leadership also suggests that from the aspect of character there are leaders who have character and there are leaders who do not have character. A successful leader is characterized by the responsibility to bring the organization he leads in accordance with the vision and mission that was mutually agreed upon and treat his followers well. Leaders who have good character are one of the factors that can realize effective learning.

The overall effect value is 54.9% with the biggest influence is given by the principal's leadership variable (X_1) as much as 46.8% and the successful principal's character variable (X_2) exerts an effect of 8.1% (see table 4). The results of the research is in line with the results of 40 reviews conducted by (Day & Sammons, 2013) who emphasize that the principal's leadership significantly influences student achievement through serious learning conducted by the teachers. Here, the leadership implementation is the behavior of the principal that directly influences teachers' work performance in implementing effective learning which ultimately impacts student achievement. Furthermore, the results of researches conducted by (Holifield & Cline, 1997; Masnun, 2017; Murtiningsih & Lian, 2017; Suhada, 2020) also support the results of this study. These researches stated that one of the main tasks of a school principal is to improve teacher performance to be more serious in implementing learning in the classroom. The results of this study indicate that school improvement efforts depend on the leadership of principals who are more focused and earnest in overseeing the effective learning process in the classroom.

Based table 5, Indicator Y_{-2} alone gives the biggest influence of 83.4% compared to the other three indicators, it can be stated that the instrument items of indicator Y_{-2} plays a massive role in realizing the implementation of effective learning in SMA Negeri 6 Padang are: *First*, teachers who actually prepare a Lesson Plan and informing students about the subject matter to be delivered; *Second*, the teacher who connects last week's

learning with the material that will be delivered today; *Third*, the teacher presents the material in a structured and systematic manner and is easily understood by students; *Fourth*, teachers who use teaching strategies that vary according to students' abilities; and *Fifth*, the teacher gives the same treatment to all students even though they have different abilities from each other.

Teachers who have high expectations of students (Y-4) with instrument items: *First*, I provide additional time to serve students who have problems with learning material; *Second*, I provide enrichment to students who have not yet completed in accordance with the Minimum Mastery Standard that has been set; *Third*, I encourage and motivate students to excel in improving the reputation of the school; and *Fourth*, I inform students about the vision and mission of the school, I inform students about the vision and mission of the school. These items only determine an effective learning process of 9.60%.

Likewise, those who carry out continuous assessment (Y-3) with instrument items: *First*, I have a good assessment document about the daily test scores, midterm and final semester scores and student homework grades; *Second*, I give the opportunity for students who have not yet completed to take a daily test or exam again; *Third*, I am assessing students' overall abilities both in terms of knowledge, skills and attitudes; and *Fourth*, the assessment that I do is not only the mastery of the subject matter, but every action and behavior of the students I value. These items only determine an effective learning process of 5.20%.

Meanwhile, the teacher who prioritized learning (Y-1) indicated by the instrument items: *First*, I came to class on time and left the class on time according to the bell and change of class time; *Second*, in delivering subject matter, I am more focused on mastering subject matter that must be mastered by students in accordance with the Minimum Mastery Standard that have been set; *Third*, I use a variety of teaching strategies to attract students' attention to focus more on the lesson; *Fourth*, in the delivery of subject matter, I strive to create a warm learning atmosphere interspersed with a sense of humor (sense of humor); and *Fifth*, I examine students' homework carefully and return the results of the examination to students. These items only contribute to determining an effective learning process of 1.8%.

Commented [a31]: Teacher?? The title is focus for principal?
How do you measure the correlation of two variable from two different respondent?

The results of this study correspond to four characteristics of effective learning by (Mortimore, 1993b; Sammons et al., 1995a). The characteristics are first, teachers who prioritizes learning; second, teachers who conducted serious learning; third, teachers who conduct continuous assessment; and four, teachers' high expectations on student achievement. However (Mortimore, 1993b; Sammons et al., 1995a) have not explain in detail the percentage of influence of each indicator. What is different from the findings of this study with other research findings is that it can be explained the magnitude of the contribution of each indicator that plays a role in realizing the implementation of an effective learning process in secondary schools.

The principal's leadership evaluation model in realizing effective learning consists of two independent variables namely, *First*, the principal's professional leadership; *Second*, the character of successful principals with several indicators and the dependent variable namely effective learning is measured by using four indicators i.e. 1) teachers who concentrate on learning; 2) teachers who conduct learning seriously; 3) teachers who conduct continuous assessment; and 4) teachers who have high expectations of students have been tested theoretically and empirically. The results of the validity and reliability test of the instrument showed that the items of the instruments of each of these variables were valid or had a high validity.

Commented [a32]: ???

The results of *Pearson* correlation analysis show that overall there is a significant relationship between two independent variables with effective learning according to students' perceptions. The results of the *Pearson* correlation analysis indicate that there is a significant high-level relationship between the principal's leadership and effective learning. There is also a high level of significant relationship between the principal's characteristics and effective learning.

Commented [a33]: Principal?? Teachers??

The results of the analysis of the F test variance prove that the principal's professional leadership and the character of the successful headmaster significantly influence the effort to realize effective learning. While the formative relationship between effective learning as a latent variable is formed by four indicators, the results of the study show that the indicators of "the behavior and actions of the teachers who conduct serious learning environment in the classroom" act as the main characteristics that contribute

greatly in realizing effective learning in schools. This shows that if a school principal strives to realize effective learning, he must give primary focus to the strict control of the teacher's behavior and actions in conducting serious learning environment in the classroom.

Recommendation

The results of this study have provided an overview of the implementation of effective learning in schools is largely determined by indicators related to teachers, as explained by Mortimore (1993b) and Sammons et al. (1995a) but the research findings do not explain in detail the percentage of indicators that combine in realizing the implementation of effective learning in school. Thus, future research is suggested to focus on collecting more data from a large number of secondary schools with a good principal's leadership in the country. It is also recommended to collect data from the staffs of the schools and related stakeholders. The data from this study was collected from only one school, thus greater access to data from other secondary schools in the country would better endorse the conclusions drawn from this study. Thus, it can be explained the magnitude of the contribution of each indicator that plays a role in realizing the implementation of an effective learning process in secondary schools.

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Review Form

Manuscript ID:	EU-JER_ID#	Date:	26 April 2020
Manuscript Title:	The Evaluation Model of Principal's Leadership: Boosting Effective Learning for Indonesian Secondary Schools		

ABOUT MANUSCRIPT (Mark with "X" one of the options)	Accept	Weak	Refuse	Not Available
Language is clear and correct		X		
Literature is well written		X		
References are cited as directed by APA		X		
The research topic is significant to the field		x		
The article is complete, well organized and clearly written			X	
Research design and method is appropriate		X		
Analyses are appropriate to the research question		X		
Results are clearly presented			X	
A reasonable discussion of the results is presented		X		
Conclusions are clearly stated		X		
Recommendations are clearly stated		X		

GENERAL REMARKS AND RECOMMENDATIONS TO THE AUTHOR

Abstract need to be revise – instruments used should mention clearly
- have a confusing sentence that do not matching with the topic

Content :

- The title given is not precise / not fully covered with the content.
- Some references stated in the paragraph are not follow APA styles.
- The theory underpinning of the study are not discussed.
- Respondent of this study is student, but the instrument used is focus to the implementation of the principal and teachers. Confusing. Need to explain clearly for the samples and sampling methods (Refer to the comments in the manuscript). Methodology not clear and confusing.
- The correlation between two variables must come from the same respondent, but in this study you used the different group, principals and teachers?
- Very confusing discussion.
- The title given not precise with the content.
- The sources stated in the References mostly from the Indonesian. Need to internationalize.

Overall, the language written are weak and not clear, need to do a proofread.



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THE DECISION (Mark with "X" one of the options)

Accepted: Correction not required	
Accepted: Minor correction required	
Conditionally Accepted: Major Correction Required (Need second review after corrections)	X
Refused	

Reviewer Code: R2612 (The name of referee is hidden because of blind review)



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Review Form

Manuscript ID: EU-JER_ID#2003200623 **Date:** 05/10/2020

Manuscript Title: **The Evaluation Model of Principal's Leadership: Boosting Effective Learning for Indonesian Secondary Schools**

ABOUT MANUSCRIPT (Mark with "X" one of the options)	Accept	Weak	Refuse	Not Available
Language is clear and correct		X		
Literature is well written		X		
References are cited as directed by APA		X		
The research topic is significant to the field	X			
The article is complete, well organized and clearly written		X		
Research design and method is appropriate		X		
Analyses are appropriate to the research question		X		
Results are clearly presented		X		
A reasonable discussion of the results is presented		X		
Conclusions are clearly stated		X		
Recommendations are clearly stated	X			

GENERAL REMARKS AND RECOMMENDATIONS TO THE AUTHOR

Recommend the author revise the manuscript for clarity each section and correct the grammatical and structural errors throughout the paper.

Recommend the author reviews APA formatting guidelines, specifically in-text citations, and format the manuscript to meet these guidelines.

Recommend specificity and consistency in hypothesis wording. Manuscript states "several hypotheses are proposed", yet two nondirectional hypotheses and a descriptive statement are presented.

The study design lacks clarity. The students are designated as the target population, yet the discussion references student and teacher results. Further, it seems the instrument, administered to students, is assessing areas students may not be qualified to accurately assess such as informal conversations with teachers and ability to assess learning. It is questionable whether students are privy to principal-teacher conversations or have the background knowledge and skill to accurately assess the principal's ability to assess learning. Additionally, the discussion seems to reference teacher results with no mention of teacher surveys in the Methods. Recommend the researcher write the Methods like a "recipe" that can easily be followed by the reader and align results reporting and discussion with the methods.

The topic is of relevance to educational research. The principal's impact on student success is evident in the research, but there is much debate surrounding principal evaluation and principal effectiveness. This study could be of value to the educational research community but would need major revisions to improve the readability and convey the specific methods and finding of the study to the intended audience.

THE DECISION (Mark with "X" one of the options)

Accepted: Correction not required	
Accepted: Minor correction required	
Conditionally Accepted: Major Correction Required (Need second review after corrections)	X
Refused	

Reviewer Code: R2613 (The name of referee is hidden because of blind review)

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WORD COUNT

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TIME SUBMITTED

25-MAR-2020 02:08PM

PAPER ID

56802786

The Evaluation Model of Principal's Leadership: Boosting Effective Learning for Indonesian Secondary Schools

The Evaluation Model of (write your running head suggestion, which will be seen in header of odd pages)

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Abstract: The study aims to investigate the evaluation model of professional leadership and the characteristics of successful principals in realizing effective learning and producing instruments that meet the validity and reliability tests. It also to find out correlation and the significance of the independent variable on the dependent variable and the percentage of influence of the indicators in shaping the effective learning construct model. Quantitative data were obtained through questionnaire from 100 students. Determination of the number of respondents selected using a simple random sampling technique. The research findings show a leadership evaluation model and characteristics of successful principals with 32 items meeting the validity and reliability test requirements. There is a high level of correlation between the principal's leadership, the principal's character and effective learning. There is a sign leadership evaluation modelificant influence between school leadership, the principal's character on effective learning. The results of the measurement of formative relationships show indicators of the behavior and actions of teachers who carry out learning seriously in the classroom becomes a determining factor in shaping the effective learning construct in secondary schools.

Keywords: *Leadership; effective learning; principal's leadership*

Introduction

There are many researchs on school leadership and management that has been conducted by observers and researchers in the field of education. The results of these researches in

general show that the principal's leadership is widely seen as an important factor to embody an effective school (Gaol, 2017; Peter Mortimore, 1993; Sammons et al., 1995b; Setiyati, 2014). There are no research findings that show that effective schools are led by ineffective school principals (Ekosiswoyo, 2016; Ibrohim, 2016; Ishak et al., 2017; Oedjoe, 2016; Widiyastuti & Arikunto, 2015; Maris et al., 2016). The study of school principal's leadership has been reviewed from various leadership theories, starting from the trait theory of leadership by (Bass & Stogdill, 1990; Pianda, 2018; Prihantoro, 2017; Sudharta, 2017), leader behavior theory by the University of Iowa (1939) continued by the University of Ohio (1957) and the University of Michigan (1961), the transformational leadership theory coined by (Downton, 2016) and continued by (Bass & Riggio, 2010; Cotton, 2003a) and the concept of transactional leadership by (Kuhnert, 1994; Kuhnert & Lewis, 1987) also from (Academy & Review, 2010), situational leadership by (Hersey & Blanchard, 1988) and effective leadership by (Mortimore, 1993a).

The late 20th century research on effective leadership and leadership has also evolved to ethical leadership (Ciulla, 2014). Leadership is not just a process of influencing others to achieve common goals, but the ethics of a leader is also an important factor that can affect the success of a leader in realizing the vision and mission of an organization (Sagnak, 2017). This understanding gives meaning that a leader has an ethical responsibility to treat followers with respect, as humans with unique identities (Herawati & Prayekti, 2015).

In connection with the description above, currently there are also many results of research on the leadership of principals who are more focused on the implementation of effective learning rather than managerial aspects ((Eggen & Kauchak, 2001; Gaol, 2017; Putra, 2018). (Fitrah, 2017; Shelton, 2011) explain that there has been a shift in the function of the principal from a managerial to leadership learning. (Mortimore, 1993a) in his research explained that the characteristics of effective schools reinforce some of the characteristics of effective schools characterized by professional leadership with a firm and determined character, taking a participatory approach and having extensive knowledge about the curriculum and learning and focus on the implementation of an effective learning process in the classroom.

Also, (Cotton, 2003b; Day & Sammons, 2013; Gordon et al., 2016; Orphanos & Orr, 2014; Orr et al., 2018) argue that the principal's leadership that focuses on the implementation of an effective learning process in the classroom is a model of leadership that can have a high effect on student achievement through the implementation of effective learning in the classroom. These explanation were supported by (Day & Sammons, 2013) who state that the results of a review of 40 results of research on the influence of leadership of school principals shows that there is a significant influence between the leadership of a school principal and student achievement through the formation of attitudes and behavior of teachers to seriously carry out learning (Ismail, 2017; Suhada, 2020; Suwandi et al., 2016; Taoefik et al., 2016). More explicitly, the results of this review state that efforts to improve student achievement are carried out indirectly through improvements in the implementation of effective learning by teachers. Improving the quality of schools can only be done by principals who are more focused in supervising the implementation of learning in schools and in classrooms specifically.

Based on the above view, it can be stated that the leadership learning of a school principal can be defined as the behavior of a school principal, which indirectly influences student achievement through effective learning provided by the teacher. That is, learning leadership is the behavior of the principal that directly influences teacher performance in implementing effective learning which ultimately impacts student achievement. (Holifield & Cline, 1997; Masnun, 2017; Murtiningsih & Lian, 2017; Suhada, 2020) stated that one of the main tasks of a school principal is to improve teacher performance to be more serious in implementing learning in the classroom. This understanding has been agreed by education experts and policy makers that school improvement efforts depend on the leadership of the principal who is more focused and serious in overseeing the effective learning process in schools.

Furthermore, the study of leadership when viewed from the outcome approach also includes successful leaders and unsuccessful leaders. According to (Day & Sammons, 2013; Fauzi, 2018; Silaya, 2017; Zulkarnain et al., 2018), successful leaders and unsuccessful leaders are distinguished by the personality characteristics (traits theory of leadership) and behavior (Behaviore Theories) leaders. According to the trait-of leadership theory, the success of a leader is determined by his physical and psychological

personality traits and characteristics. (Henriyani, 2018; Stephen P. Robbins and Timothy A. Judge, 2013; Wardani, 2018) suggests a successful leader in leading an organization is characterized by several characteristics, namely; First, fluency in talking; Second, the ability to solve problems; Third, views into group or organizational problems; Fourth, flexibility; Fifth, intelligence; Sixth, willingness to accept responsibility; Seventh, social skills; Eighth, awareness of themselves and their environment. In the other hand, (G. A. Yukl & Becker, 2006a) point out that the character of a successful leader are: 1) have motive/traits, personality and values; 2) have confidence and optimism; 3) have skills and expertise; 4) have good behavior; 5) have integrity/honesty; 6) have good ethics/behavior; 7) have influence tactics; and 8) have the attributions about followers.

Meanwhile, according to the results of the second phase survey (Faturahman, 2018; Stogdill, 1974; Widyasari, 2017) there are ten qualities possessed by a successful leader: 1) the desire to be responsible and to complete the tasks; 2) the enthusiasm and perseverance in pursuing goals; 3) dare to take risks and be creative in solving problems; 4) the willingness to conduct the initiatives in social situations; 5) believe and understand one's self-identity; 6) the willingness to accept the consequences of decisions and actions; 7) ready to understand interpersonal stress; 8) the willingness to tolerate frustration and procrastination; 9) be able to influence the behavior of others; and 10) be able to form a system of social interaction for the sake of existing goals.

In line with the description above, (Hasanah, 2017; T. J. Leaming, 2006) explain that there are seven important traits or habits of a successful school principal, namely: First, they must have clear goals; Second, trying to understand the wants and needs of teachers, education personnel, students, and all school stakeholders, Third, able to become agents of change; Fourth, can understand and appreciate staff performance and work performance; Fifth, have a spirit of openness and always forthright; Sixth, always be fair, Seventh, always build consensus and be a good communicator. In the other hand, (Eggen & Kauchak, 2001; Gulo, 2017; Sakban et al., 2019) argue that a successful headmaster is able to provide good service to all his subordinates so as to create a conducive work environment and a pleasant feeling for them to carry out their duties and responsibilities. Therefore, (Eggen & Kauchak, 2001) confirmed that the successful leaders can: 1)

provide good role models; 2) inspire a shared vision; 3) challenge the process of creating innovation; 4) empowering others to act; and 5) uplift people's spirits.

Mean while, the research on effective learning has also been conducted by educational experts, such as the results of research by (Bistari, 2017; Edmonds, 1979; Mortimore, 1993a; padli Nasution, 2016; Sammons, 1995; Setyosari, 2017). According to (Mortimore, 1993a), there are 11 characteristics of effective schools, four characteristics related to effective learning are characterized by: 1) teachers who focus on learning; 2) teachers who conduct serious learning; 3) teachers who have high expectations for student achievement; and 4) teachers who conduct continuous assessment of each student's cognitive, affective, and psychomotor behavior.

The findings from various studies and discussions explaining the headmaster's leadership and the problematic of unprofessional teachers have been the subject of much discussion (Isnaini, 2019). The low competency of school principals and unprofessional teachers, the diminishing commitment of teachers in carrying out tasks in school has become a visible finding of researchers and observers in the field of education. The phase of regional autonomy at the district and city level that gives authority to district and city district heads in appointing principals that are not based on competency standards has become a hot national issue.

Based on the description of the problems above, it is necessary to explain the concept of professional leadership of the principal following to the concept of professional leadership by (Mortimore, 1993a) marked by several dimensions e.g. firm and determined to make schools as agents of change, use participatory approaches in formulating various school policies, and have the competence to oversee the learning process in class. While the concept of successful leadership is the adoption of several concepts of successful leadership put forward by (Bass & Stogdill, 1990; Eggen & Kauchak, 2001; T. J. Leaming, 2006; Peter G. Northouse, 2018; Stephen P. Robbins and Timothy A. Judge, 2013; Stogdill, 1974; G. A. Yukl & Becker, 2006b) then simplified into eight characteristics of a successful leader. Successful principals' leadership will be tested in aspects related to the principal's personality in several ways, i.e.: 1) the ability to formulate his leadership vision; 2) the aspect of courage in taking risks; 3) the excitement

aspect in overseeing the implementation of learning; 4) aspects of emotional control; 5) Judgment: The principal is wise and fair; 6) Resilience: The principal is optimistic, resilient and remains calm in a crisis and is energetic and thinks positively at all times; 7) Persuasive: The principal is a persuading and good listener, confident and proficient in describing their school's story to outsiders; 8) and Curiosity: The principal has a high curiosity about new ideas and has a good network with parties outside the school (Bass & Stogdill, 1990; Eggen & Kauchak, 2001; D. R. Leaming, 2006).

No specific reports on to illustrating the quality of leadership and characteristics of successful school principals of Indonesian context. This leadership can indicate the level of leadership of a school principal at the very successful, successful and unsuccessful stages. Thus, it needs to conduct the current research because the evaluation model of principal's leadership would help to improve the effective learning for secondary schools successfully. While the effective learning referred to in this study, it is actually also a form of effective school implementation. Some concepts of effective schools generally have the same views about the characteristics of effective schools (Azhar, 2017; Ibrohim, 2016; Widiyastuti & Arikunto, 2015). According to (Mortimore, 1993a) the manifestation of effective learning is characterized by four indicators are: 1) teachers who focus on learning; 2) the teacher takes the learning seriously; 3) teachers who have high expectations for student achievement; and 4) teachers who carry out continuous assessment of each student's cognitive, affective, and psychomotor behavior. In this case, it can be emphasized that the teacher gives a direct influence on the implementation of an effective learning process.

Methods

Research Goal

This study aims to identify and analyze 1) the stages of leadership effectiveness and characteristics of successful principals and 2) the stage of implementing effective learning in SMA 6 Padang. To prove the purpose of this study, several hypotheses are proposed, namely: H₁ There is a correlation between each of the principals' leadership variables (X₁), the character of successful principals (X₂), and effective learning (Y). H₂ There is a jointly significant effect between the principal's leadership variable (X₁), and the principal's character (X₂) with effective learning (Y); Third, to find out the percentage

of formative relationships of each indicator (Y-1, Y-2, Y-3 and Y-4) as manifest variables in forming effective learning (Y) as latent variables.

Research Design

This research design is a combination of survey research and development research with a quantitative approach. According to (Creswell & Creswell, 2017), the results of survey research can collect data directly from the subject under study and can make generalizations to the population. While the development research design follows the results of the survey research can collect data directly from the subject under study and can make generalizations to the population. While the development research design follows the model by (Borg & Gall, 1989) is used to create a leadership evaluation model and characteristics of successful principals in realizing effective learning in SMA Negeri 6 Padang.

Sample and Data Collection

The study was conducted for three months from January to March 2019 at SMA Negeri 6 Padang. The population of this study refers to all students of SMA Negeri 6 Padang, amounting to 889 students, while the study sample of 100 people spread into 10 study groups with details of three rooms from grade X, four rooms from grade XI, and three rooms of grade XI. Student selection is done proportionally based on the number of study groups.

Data collection techniques using questionnaires as research instruments to obtain information about leadership and the characteristics of successful principals as independent variables and effective learning implementation are used as the dependent variable. The questionnaire design guide is based on the variables in this study so that the purpose of data collection is in accordance with the expected research objectives.

The instrument uses a Likert scale of 5 to indicate agreement in each statement submitted. Respondents can provide answers to each statement by circling the number. The Likert scales used are: *First*, 5 = strongly agree, 4 = agree, 3 = fairly agree, 2 = disagree, and 1 = strongly disagree; *Second*, 5 = always, 4 = often, 3 = sometimes, 2 = rarely, and 1 = never.

Analyzing Data

All data obtained were analyzed using the Statistical Package for Social Sciences (SPSS version 20), using descriptive, inference, and regression statistics. Item-total correlation analysis and Cronbach Alpha method and factor analysis using Exploratory Factor Analysis are used to test the validity and reliability of the instruments of each of the variables studied. While Confirmatory factor analysis is used to see the instrument items that form the single factor of this research variable.

Descriptive analysis is used to analyze the stages of implementation performance of each variable with a minimum score and standard deviation. The minimum interpretation score is determined based on a predetermined scale, such as table 1;

Table 1. Minimum Interpretation Score Based on Scale

Range	Interpretation
1.00 to 1.89	Very Low (VL)
1.90 to 2.69	Low (L)
2.70 to 3.49	Medium (M)
3.50 to 4.29	High (H)
4.30 to 5.00	Very High (VH)

In the other hand, Pearson correlation is used to analyze the research hypothesis to see the strength of the relationship between variables. The analysis findings (r) are interpreted into three phases: low, medium and high are presented in Table 2;

Table 2. The Relationship between Two Variabels

No.	Correlation Coefficient (r)	Relationship Strength
1.	± 0.70-1.00	High
2.	± 0.30-0.69	Medium
3.	± 0.00-0.29	Low

source: Jackson L. Sherry (2006).

The sac Stepwise regression analysis method is used to analyze the contribution of the independent variable to the dependent variable of this study.

Findings

This research instrument as a whole consists of 32 items, 14 items represent two independent variables namely: Professional leadership of the principal (X_1) and the character of a successful principal (X_2). While 18 instrument items represent the dependent variable, namely Effective Learning (Y). The Effective Learning Variable (Y) is measured using four indicators namely, ($Y-1$) the teacher concentrates on learning; ($Y-2$) teachers who carry out learning seriously; ($Y-3$) teachers who carry out continuous assessments; ($Y-4$) teachers who have high expectations of student achievement.

The instrument test was conducted in August 2019 with 30 students representing class X, class XI and class XII at SMA Negeri 6 Padang. This trial is intended to determine the validity and reliability of the instrument by looking at the Cronbach Alpha value according to (Wahyuningsih, 2015). If the correlation value of items with a total score (r) greater than (0.30) indicates that the instrument items are valid or have a high validity, and if the Alpha coefficient value > 0.7 indicates that the instrument items are reliable or have the reliability in measuring the same thing. Alpha value > 0.60 is the minimum reliability index for the use of this instrument (Wahyuningsih, 2015).

The result of the study showed that the reliability and validity estimation of the instruments of each variable as follows: First, the results of the analysis of the leadership variables of professional principals with 6 instruments obtained range of correlation values of items with the total score (r) > 0.30 is between 0.593-0.780 with a Cronbach Alpha coefficient of 0.893. Second, the results of the analysis for the success characteristics of the principal with 8 items obtained range of items with a correlation value of the number of scores (r) > 0.30 which is between 0.336-0.630 with a Cronbach Alpha coefficient of 0.792; Third, the results of the analysis for the effective learning variable were 18 instruments for indicators: (1) priority to learning obtained by the range of item correlation values with the total score (r) > 0.30 which is between 0.441-0.630 with a Cronbach Alpha coefficient of 0.768; (2) Learning earnestly obtained range of items correlation values with the total score (r) > 0.30 which is between 0.515-0.733 with a Cronbach Alpha coefficient of 0.838; (3) Continuous assessment obtained by the range of item correlation values with a total score (r) > 0.30 that is between 0.515-0.733 with a Cronbach Alpha coefficient of 0.786; (4) High teacher expectations on student

achievement obtained by the correlation range of items with a total score (r) > 0.30 which is between 0.464-0.590 with a Cronbach Alpha coefficient of 0.716. This gives the conclusion that the item has a high validity value. Meanwhile, the reliability value (Cronbach Alpha) instrument for all variables obtained an alpha value exceeding 0.60. This gives the conclusion that the item has a good reliability value as suggested by (Creswell & Creswell, 2017), that Cronbach Alpha values between 0.60 and 0.80 are accepted, while Cronbach Alpha values exceeding 0.80 are considered good. Meanwhile, (Wahyuningsih, 2015) explained that the *Cronbach Alpha* value exceeding 0.60 is often used as an index of confidence level in research.

Then the results of the validity and reliability test based on Cronbach Alpha were re-tested using Explonatory Factor Analysis to obtain a KMO value ≥ 0.05 and Anti Image Correlation value for each construct item > 0.05. The results of the analysis show the acquisition of MSA (Measure of Sampling Adequacy) value of Anti Image Correlation and Matrix Components for each instrument item with a loading factor > 0.5 and a rotated component matrix value of more than > 0.5. The results of this test can be concluded that the instrument is valid and forms certain factors on two independent variables and one dependent variable with four indicators. Whereas the **KMO and Bartlett's Test** produced **more than 0.5** which indicated **the KMO could be continued**.

Then to see **the** extent to which the items of the instrument remain **as a single factor of each** variable, **it is necessary to** proceed to **the** instrument analysis stage **with Confirmatory factor analysis**. The results of the **analysis** show the component matrix values for each variable have formed a single factor as the results shown in table 3;

Table 3. Summary of Single Factor Analysis Results with Confirmatory Factor Analysis

The variables of Effective School		Instrument Items	Matrix Component	Falling Items
X1	Principal's leadership	6	.73 – .85	0
X2	Principal's character	8	.62 – .76	0
Y	Effective learning	18	.53 – .80	0
	Total	32		0

The instrument test results above can be concluded that the structure of the model that describes the relationship of independent variables with the dependent variable has been tested to meet the validity and reliability. While the measurement model that illustrates the relationship of effective learning (Y) as a latent variable with indicators as manifest variable has also fulfilled the validity and reliability test. The next analysis is to test the significance of the relationship between variables and variables and the formative relationship of the dependent variable with the indicator.

Furthermore, the results of multiple linear regressions with the Stepwise method are used to test the H₂ hypothesis. The results of the analysis show that the independent variables significantly influence the realization of the implementation of effective learning in SMA Negeri 6 Padang with the results as shown in table 4;

Table 4 Multiple Regressions as Independent Variables against Dependent Variables

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.	R Square Change	Pengaruh
	B	Std. Error	Beta				
1 (Constant)	1.096	.294		3.727	.00		
X ₁	.681	.073	.684	9.294	.00	.468	46.8 %
2 (Constant)	.077	.366		.210	.01		
X ₁	.432	.090	.434	4.787	.00		
X ₂	.487	.117	.379	4.172	.00	.081	8.1 %

a. Dependent Variabel: Y

While multiple linear regression analysis with the Stepwise method is also used to test the H₃ hypothesis to measure and see the formative relationship between the four indicators as manifest variables with latent variables. The results of the analysis with the Confirmatory factor analysis show that the Effective Learning (Y) variable is formed based on four indicators as manifest variables, namely: First, the teacher who prioritizes learning (Y-₁); Second, teachers who carry out serious learning (Y-₂); Third, teachers who carry out continuous assessment (Y-₃); and Fourth, teacher expectations are high for student achievement (Y-₄). To see how much of each indicator (Y-₁, Y-₂, Y-₃ and Y-₄) as a manifest variable contributes to forming Y as a latent variable then it is analyzed by measuring the formative model. The relationship model can be seen as in Figure 1;

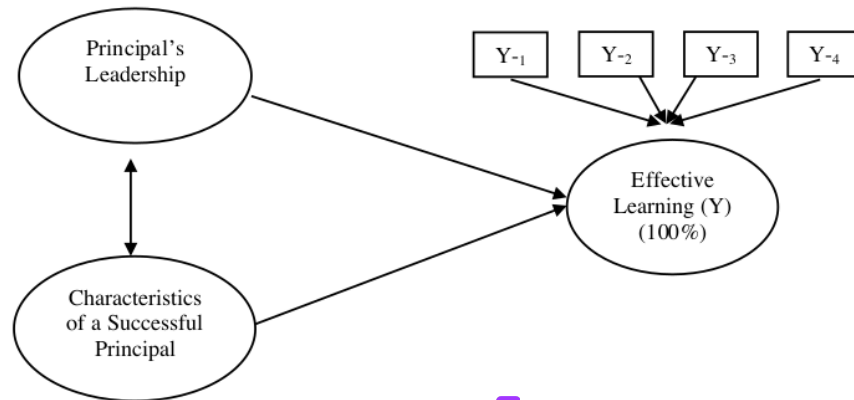


Figure 1: Y latent variables measured by indicators Y-1, Y-2, Y-3 and Y-4

After analyzing the formative relationship of each indicator as a manifest variable with the construct of effective learning (Y), it is obtained the percentage of the contribution of each indicator to the effective learning construct as a latent variable, as in Table 5;

Table 5. Multiple Regression Effect of Manifest Variables Y-1, Y-2, Y-3 and Y-4 against Latent Y Variables

Model	Unstandardized		Standardized	t	Sig.	R Square Change	Pengaruh	
	Coefficients		Coefficients					
	B	Std. Error	Beta					
1	(Con-stant)	1.103	.124	8.900	.000			
	Y-2	.736	.033	.913	22.184	.000	.834	83.4%
2	(Con-stant)	.785	.086	9.180	.000			
	Y-2	.483	.031	.600	15.661	.000		
	Y-4	.350	.030	.441	11.510	.000	.096	9.6%
3	(Con-stant)	.155	.058	2.660	.009			
	Y-2	.374	.017	.465	21.750	.000		
	Y-4	.298	.016	.375	18.675	.000		
	Y-3	.283	.017	.295	16.433	.000	.052	5.2%
4	(Con-stant)	.003	.002	1.528	.130			
	Y-2	.251	.001	.311	332.178	.000		
	Y-4	.250	.001	.315	423.975	.000		
	Y-3	.250	.001	.260	402.634	.000		
	Y-1	.249	.001	.262	277.115	.000	.018	1.8%

a. Dependent Variabel: Y

Table 5 gives the meaning that the indicator: Y-2 “the behavior and actions of teachers who carry out learning seriously in the class” role as a determining factor in realizing Effective Learning (Y) in SMA Negeri 6 Padang by 83.4%. Next the Y-2 indicator along with Y-4 give the effect of 93%, it means that Y-4 indicator gives an effect of 9.6%. Furthermore, Y-2 indicator along with Y-4 and Y-3 give an influence of 98.2%, it means that Y-3 indicator gives the effect of 5.2%. Finally, Y-2 indicators along with Y-4 and Y-3 and Y-1 give the effect of 100%, and Y-1 contribution is 1.8%.

Discussion and Conclusions

Furthermore, to test the H₁, Pearson correlation hypothesis is used as in table 2 above. The results of the overall analysis showed that there was a significant correlation at a high stage with a correlation coefficient (r) > 0.70 between the leadership of the principal, the character of the principal who succeeded as an independent variable with effective learning as the dependent variable according to student perceptions.

The indicators of professional school principal leadership correlate directly to the realization of effective learning in SMA Negeri 6 Padang, namely: First, Wise in solving problems that occur in schools; Second, Be firm in controlling the implementation of learning in the classroom; Third, has an initiative to improve the quality of learning; Fourth, often discuss with teachers informally about approaches to improving the quality of learning; Fifth, Knowledge and skill in assessing teacher learning tools; Sixth, Have leadership that can bring schools towards an effective learning process. The findings of this study are aligned with effective schools by (Maris et al., 2016; Mortimore, 1993a) that only professional headmaster;s leadership can realize an effective learning process. This is also in line with research findings by (Sammons, 1995) which explains the better and professional leadership of the principal, the more effective the learning process in schools in improving school quality. The result of the researched conducted by (Chater & Loewenstein, 2016; Eggen & Kauchak, 2001; Hallinger, 2015; Peter Guy Northouse, 2016) also support the research findings. There, there is a close relationship between school leadership and effective learning. The findings of this study are also supported by the results of the study by (Shelton, 2011) which suggests that professional principal’s leadership is one important factor for the realization of effective learning in schools.

Likewise the character of a successful headmaster with indicators: First, Having a vision and being able to formulate and shape a better school future; Second, Dare to take risks and be steadfast in challenging bad behavior of school residents who are against school rules; Third, Passionate in supervising learning in each class and showing great commitment to students; Fourth, showing good empathy for teachers, employees, and students; Fifth, Wise and being fair in solving every problem in school; Sixth, Always optimistic and resilient, staying calm in a crisis and energetic and positive at all times; Seventh, a persuader and good listener, confident and proficient describe "school stories to school residents and outsiders"; Eighth, Have a high curiosity about new ideas and have a good network with parties outside the school. The whole indicator shows the min score at a high stage with the correlation coefficient in the range of values $(r) > 0.70-1.00$, meaning that eight characteristics of successful principals possessed by the headmaster of Padang 6 High School are indicators that correlate significantly for the realization of an effective learning process. The findings of this study are in line with (G. Yukl, 1989) who found that effective leaders are leaders who can recognize and solve problems well and maintain organizational relationships are characterized by eight characters of successful leaders. (Atas et al., 2014; Rasim, 2014; Sanusi & Darmawan, 2016) mention that the character of leadership also suggests that from the aspect of character there are leaders who have character and there are leaders who do not have character. A successful leader is characterized by the responsibility to bring the organization he leads in accordance with the vision and mission that was mutually agreed upon and treat his followers well. Leaders who have good character are one of the factors that can realize effective learning.

The overall effect value is 54.9% with the biggest influence is given by the principal's leadership variable (X_1) as much as 46.8% and the successful principal's character variable (X_2) exerts an effect of 8.1% (see table 4). The results of the research is in line with the results of 40 reviews conducted by (Day & Sammons, 2013) who emphasize that the principal's leadership significantly influences student achievement through serious learning conducted by the teachers. Here, the leadership implementation is the behavior of the principal that directly influences teachers' work performance in implementing effective learning which ultimately impacts student achievement. Furthermore, the results of researches conducted by (Holifield & Cline, 1997; Masnun,

2017; Murtiningsih & Lian, 2017; Suhada, 2020) also support the results of this study. These researches stated that one of the main tasks of a school principal is to improve teacher performance to be more serious in implementing learning in the classroom. The results of this study indicate that school improvement efforts depend on the leadership of principals who are more focused and earnest in overseeing the effective learning process in the classroom.

Based table 5, Indicator Y-2 alone gives the biggest influence of 83.4% compared to the other three indicators, it can be stated that the instrument items of indicator Y-2 plays a massive role in realizing the implementation of effective learning in SMA Negeri 6 Padang are: *First*, teachers who actually prepare a Lesson Plan and informing students about the subject matter to be delivered; *Second*, the teacher who connects last week's learning with the material that will be delivered today; *Third*, the teacher presents the material in a structured and systematic manner and is easily understood by students; *Fourth*, teachers who use teaching strategies that vary according to students' abilities; and *Fifth*, the teacher gives the same treatment to all students even though they have different abilities from each other.

Teachers who have high expectations of students (Y-4) with instrument items: *First*, I provide additional time to serve students who have problems with learning material; *Second*, I provide enrichment to students who have not yet completed in accordance with the Minimum Mastery Standard that has been set; *Third*, I encourage and motivate students to excel in improving the reputation of the school; and *Fourth*, I inform students about the vision and mission of the school, I inform students about the vision and mission of the school. These items only determine an effective learning process of 9.60%.

Likewise, those who carry out continuous assessment (Y-3) with instrument items: *First*, I have a good assessment document about the daily test scores, midterm and final semester scores and student homework grades; *Second*, I give the opportunity for students who have not yet completed to take a daily test or exam again; *Third*, I am assessing students' overall abilities both in terms of knowledge, skills and attitudes; and *Fourth*, the assessment that I do is not only the mastery of the subject matter, but every

action and behavior of the students I value. These items only determine an effective learning process of 5.20%.

Meanwhile, the teacher who prioritized learning (Y-1) indicated by the instrument items: *First*, I came to class on time and left the class on time according to the bell and change of class time; *Second*, in delivering subject matter, I am more focused on mastering subject matter that must be mastered by students in accordance with the Minimum Mastery Standard that have been set; *Third*, I use a variety of teaching strategies to attract students' attention to focus more on the lesson; *Fourth*, in the delivery of subject matter, I strive to create a warm learning atmosphere interspersed with a sense of humor (sense of humor); and *Fifth*, I examine students' homework carefully and return the results of the examination to students. These items only contribute to determining an effective learning process of 1.8%.

The results of this study correspond to four characteristics of effective learning by (Mortimore, 1993b; Sammons et al., 1995a). The characteristics are first, teachers who prioritizes learning; second, teachers who conducted serious learning; third, teachers who conduct continuous assessment; and four, teachers' high expectations on student achievement. However (Mortimore, 1993b; Sammons et al., 1995a) have not explain in detail the percentage of influence of each indicator. What is different from the findings of this study with other research findings is that it can be explained the magnitude of the contribution of each indicator that plays a role in realizing the implementation of an effective learning process in secondary schools.

The principal's leadership evaluation model in realizing effective learning consists of two independent variables namely, *First*, the principal's professional leadership; *Second*, the character of successful principals with several indicators and the dependent variable namely effective learning is measured by using four indicators i.e. 1) teachers who concentrate on learning; 2) teachers who conduct learning seriously; 3) teachers who conduct continuous assessment; and 4) teachers who have high expectations of students have been tested theoretically and empirically. The results of the validity and reliability test of the instrument showed that the items of the instruments of each of these variables were valid or had a high validity.

The results of *Pearson* correlation analysis show that overall there is a significant relationship between two independent variables with effective learning according to students' perceptions. The results of the *Pearson* correlation analysis indicate that there is a significant high-level relationship between the principal's leadership and effective learning. There is also a high level of significant relationship between the principal's characteristics and effective learning.

The results of the analysis of the F test variance prove that the principal's professional leadership and the character of the successful headmaster significantly influence the effort to realize effective learning. While the formative relationship between effective learning as a latent variable is formed by four indicators, the results of the study show that the indicators of "the behavior and actions of the teachers who conduct serious learning environment in the classroom" act as the main characteristics that contribute greatly in realizing effective learning in schools. This shows that if a school principal strives to realize effective learning, he must give primary focus to the strict control of the teacher's behavior and actions in conducting serious learning environment in the classroom.

Recommendation

The results of this study have provided an overview of the implementation of effective learning in schools is largely determined by indicators related to teachers, as explained by Mortimore (1993b) and Sammons et al. (1995a) but the research findings do not explain in detail the percentage of indicators that combine in realizing the implementation of effective learning in school. Thus, future research is suggested to focus on collecting more data from a large number of secondary schools with a good principal's leadership in the country. It is also recommended to collect data from the the staffs of the schools and related stakeholders. The data from this study was collected from only one school, thus greater access to data from other secondary schools in the country would better endorse the conclusions drawn from this study. Thus, it can be explained the magnitude of the contribution of each indicator that plays a role in realizing the implementation of an effective learning process in secondary schools.

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