

The Influence of School Culture, Flagship Programs, and School Management on Quality of Education at Citra Bangsa Mandiri Christian Junior High School in Kupang



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ABSTRACT: This study aims to analyse the influence of school culture, flagship programmes, and school management on the quality of education at Citra Bangsa Mandiri Christian Junior High School in Kupang. The research employs a quantitative methodology, providing a causal analysis design to examine the influence of independent variables on the dependent variable. The sample consists of teachers and staff at Citra Bangsa Mandiri Christian Junior High School in Kupang. The sample is a saturated one, comprising 57 individuals, with data collected through a closed questionnaire using a Likert scale and analysed using SPSS software. The results indicate a significant influence of school culture, flagship programmes, and school management on the quality of education, both simultaneously and partially. Furthermore, the findings also reveal that flagship programmes have a dominant influence in improving educational quality.

KEYWORDS: School Culture, Flagship Programs, School Management, Quality of Education, Educational Management.

I. INTRODUCTION

Education is a conscious effort aimed at assisting individuals in the learning process. Through learning, one can acquire new knowledge, maximise their potential, and enhance positive traits. This aligns with Fuad's (2005) definition, which describes education as a human endeavour to improve personal aspects through the development of spiritual potential such as thinking, creativity, emotions, creation, and conscience. As emphasised by Damanhuri (2014), education is crucial for improving human resource quality to ensure competency and competitiveness on a global scale. According to Hasbullah (2005), factors such as motivation, self-directed learning, facilities, teacher quality, and parental roles influence the quality of education in Indonesia. It is vital for teachers to meet competency standards and enhance educational quality in line with educational development goals.

School culture is also an important component. It refers to the collection of values, norms, beliefs, habits, and practices present within the school environment. It encompasses how the school operates and how individuals within the school community interact with one another. As stated by Zamroni in Oktaviani's (2015) research, school culture refers to the set of values, principles, traditions, and habits that form over time within a school, accepted and practised by the entire school community, and influencing their attitudes and behaviours. Zamroni emphasises that culture is crucial in the context of a school as an organisation. According to his view, schools need not only to survive, grow, and adapt to their environment but also to build internal integration that enables them to produce high-quality individuals or groups. Therefore, a set of basic assumptions should be shared by all members of the organisation, including the school.

Schools with flagship programmes can enhance their overall reputation and attract new students. These programmes aim to provide a competitive edge, improve educational quality, and create a positive identity for the school in various fields such as academics, arts, sports, character, and special skills. School leaders need to consider internal potentials such as teacher quality, staff qualifications, and physical facilities when designing strategies to improve the school's quality, in line with trends and community preferences as outlined by Navy (2013).

Good school management is essential for overseeing all aspects of education. Schools can achieve their goals by directing and optimising the use of resources such as teachers, students, and facilities. Mulyasa (2014) states that school management is a conscious, organised effort to plan, direct, organise, and control school activities to achieve educational objectives. Bush and

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Glover (2014) describe school management as the art and science of organising primary and secondary education through planning, organising, directing, and controlling organisational aspects. This is crucial for improving educational quality.

Human resource management, particularly in the context of schools, focuses on managing teachers and educational staff. Schools achieve this by recruiting, developing, and retaining competent personnel to support student development within the learning environment. Financial management is also important for wisely managing the budget, seeking additional funding sources, and prioritising the use of funds to enhance teaching quality. With these extensive responsibilities, school management plays a crucial role in improving educational quality at all levels.

Citra Bangsa Mandiri Christian Junior High School in Kupang is one of the private schools in the city that implements modern educational concepts. Their goal is to develop students with Christian character and to prevent various forms of criminality prevalent today, as well as to ensure their graduates have the competencies to compete in the real world. To achieve these goals, they continuously strive to enhance overall educational quality, including lesson quality, the number of students they can accept, and updating facilities with the latest technology. The school has received recognition for its achievements in various city, provincial, and national competitions. Therefore, this study will focus on analysing the influence of school culture, flagship programmes, and school management on the quality of education at this school.

II. METHODS

This study employs a saturated sampling technique due to the population size of 57 individuals, comprising teachers and staff within Citra Bangsa Mandiri Christian Junior High School in Kupang. The research also utilises two types of data. Firstly, primary data obtained from distributing questionnaires to respondents to gather accurate field data using a Likert scale within a closed questionnaire. Secondly, secondary data acquired from school documentation as supplementary material for the study. This research uses a causal research design aimed at analysing the interactions or influence of independent variables on the dependent variable. Additionally, to examine the variables, indicators, and items, classical assumption testing using SPSS and multiple regression analysis will be conducted to obtain accurate results on the research variables.

III. RESULTS

A. Respondent Characteristics

The number of respondent used in this study is 57, based on age, gender, and educational level. The description is shown in the table below:

Table 1. Respondent Characteristics

Respondent Characteristics		Frequency	Percentage
Age	20 – 30 Years	21	37
	31 – 40 Years	32	56
	41 – 60 Years	4	7
Gender	Male	36	63
	Female	21	37
Education Level	Bachelor’s Degree (S1)	51	89
	Master’s Degree (S2)	6	11

Table 1 shows that the majority of respondents are aged between 31 and 40 years, comprising 32 individuals, or 56% of the total. Those aged 20 to 30 years consist of 21 individuals, or 37%, while those aged 41 to 60 years make up 4 individuals, or 7% of the total respondents. Furthermore, most respondents are male, numbering 36 individuals, or approximately 63%. Female respondents total 21, or around 37% of the overall respondents. Additionally, the majority of respondents hold a Bachelor’s degree (S1), amounting to 51 individuals or about 89%, while 6 individuals, or approximately 11%, hold a Master’s degree (S2).

B. Validity and Reability

Validity and reliability tests are used in this study to achieve accurate and trustworthy results. The results from these tests show that each indicator used is valid and reliable, as they produce results smaller than the significance value of 0.005. Therefore, the data is considered valid and suitable for analysis.

C. Hypothesis Testing

Hypothesis testing in this study was conducted to evaluate the influence of school culture, flagship programmes, and school management at Citra Bangsa Mandiri Christian Junior High School in Kupang. Testing was performed using F-tests and t-tests to

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analyse the influence of these variables. The results of the F-test indicate that the calculated F value is 6.228 with a probability of less than 0.05 ($0.000 < 0.05$), indicating that the three variables significantly influence the quality of education, thus the null hypothesis (H_0) is rejected and the alternative hypothesis (H_1) is accepted.

In the partial t-test, the variables of school culture, flagship programmes, and school management all showed calculated t values exceeding the t-table value (1.675) and significance values below 0.05, indicating a significant influence on the quality of education. Among these three variables, school culture has the dominant influence with the highest coefficient of 0.189, compared to flagship programmes (0.168) and school management (0.186). This suggests that school culture is the dominant variable with a significant influence on the quality of education at the school.

IV. DISCUSSION

In this study, three variables were used to evaluate efforts to improve the quality of education at Citra Bangsa Mandiri Christian Junior High School in Kupang. The variables are school culture, flagship programmes, and school management. The following are the results of the research conducted at Citra Bangsa Mandiri Christian Junior High School in Kupang:

1) The Simultaneous Influence of Variables (X) on Variable (Y)

The analysis results show that the variables School Culture (X1), Flagship Programmes (X2), and School Management (X3) have a simultaneous influence on the quality of education at Citra Bangsa Mandiri Christian Junior High School in Kupang. Hypothesis testing reveals a significance value of 0.000, which is equivalent to 0.005. The coefficient of determination (R Square) is 0.760, indicating that the combined influence of School Culture (X1), Flagship Programmes (X2), and School Management (X3) accounts for 76.0% of the variation in Educational Quality (Y). The remaining 24% is influenced by other variables not included in this study.

2) The Influence of School Culture (X1) on Educational Quality (Y)

The variable of school culture (X1) significantly influences the quality of education at Citra Bangsa Mandiri Christian Junior High School in Kupang, with a significance value of 0.024. This finding is supported by research conducted by Zubaidah (2015) in the study "The Influence of School Culture and Teacher Work Motivation on the Quality of Education at SMKN 1 Pabelan." The study explains a correlation of 0.676 between school culture and educational quality, categorised as a moderate relationship. Mayer and Rowen, as cited in Jamaluddin (2008), emphasise that school culture guides educational activities and is a key element of an educational institution's success. A strong school culture not only creates a productive learning environment but also contributes to overall effectiveness improvement. Therefore, the more positive the school culture, the better the quality of education.

3) The Influence of Flagship Programmes (X2) on Educational Quality (Y)

The variable of flagship programmes (X2) has a significant influence on the quality of education at Citra Bangsa Mandiri Christian Junior High School in Kupang, with a significance value of $0.030 < 0.05$. This finding is also supported by a study conducted by Hayudiyani (2020), which shows that the implementation of headmaster strategies to improve educational quality through flagship programmes has a significant positive influence on educational quality. According to Darling-Hammond (2010), schools that implement innovative programmes, both academic and non-academic, tend to have higher educational quality. Quality flagship programmes can enhance students' potential and prepare them to face real-world challenges, thus the quality of education produced aligns with the quality of the implemented flagship programmes. In other words, the better the flagship programmes, the better the educational quality produced.

4) The Influence of School Management (X3) on Educational Quality (Y)

With a significance value of 0.017, the variable of School Management (X3) has a crucial direct influence on the quality of education at Citra Bangsa Mandiri Christian Junior High School in Kupang. This finding is supported by research conducted by Fenia & Monika (2022) on the influence of school management on the quality of education in primary schools, which shows that school management positively contributes to educational quality, with a reliability test level of 0.864, exceeding the expected value of 0.497. Robbins (2010) supports this concept by stating that effective school management is a crucial element in improving educational quality. Management effectiveness includes human resource management, intelligent decision-making, and creating a conducive learning environment. Thus, the quality of school management is positively related to the achieved educational quality.

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5) Dominant Variable

The results of the multiple regression analysis show that School Culture (X1) with a coefficient of 0.189, Flagship Programmes (X2) with a coefficient of 0.168, and School Management (X3) with a coefficient of 0.86. Figure 5 displays the complete results of the multiple regression analysis. Overall, the findings of the analysis and theoretical support confirm that School Culture (X1) is the primary factor influencing the quality of education in this study.

V. CONCLUSIONS

Based on the results of the research and discussions conducted, it can be concluded that the quality of education at Citra Bangsa Mandiri Christian Junior High School in Kupang is influenced by school culture, flagship programmes, and school management. The research shows that school culture has a dominant influence on the quality of education, creating a conducive learning environment and shaping students' characters in line with the school's vision and mission. Balanced flagship programmes addressing both academic and non-academic needs also play an important role in supporting the improvement of educational quality. Additionally, effective school management significantly contributes to creating a better teaching and learning process. Overall, the improvement of educational quality can be achieved through strengthening school culture, implementing holistic flagship programmes, and ensuring good school management.

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