

The Role of Networking Capabilities and Spiritual Motivation on School Performance through Dynamic Managerial Capabilities of School Principals (On Integrated Islamic School Network in East Java)

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Abstract

This study aims to test and analyse the influence of Networking Capabilities and Spiritual Motivation on School Performance Supported by Dynamic Managerial Capabilities of Principals. This study uses a quantitative approach with respondents in all principals, vice principals and some professional teachers (certified) the object of research was conducted in an integrated Islamic school network in East Java. The results show that there is a greater influence of Networking Capabilities and Spiritual Motivation on School Performance with Dynamic Managerial Capabilities Principal as a mediating variable

Keywords

Networking capabilities; spiritual motivation; school performance; dynamic managerial capabilities



I. Introduction

The ability of managers to build, integrate and reconfigure organisational resources and competencies is dynamic managerial capabilities (Adner and Helfat, 2018). This theory is a direct analogue of the dynamic capabilities theory that focuses on the role of individual managers (Helfat and Martin, 2020). In the past decade, research on dynamic managerial capabilities literature has grown rapidly given the importance of dynamic managerial capabilities that distinguish organisational performance from one another. Dynamic managerial capabilities are the key to success to achieve a match between organisational competencies and changing environmental conditions and become the main mechanism (Kor and mesko, 2013). However, there is still much to be explained in the theory of dynamic managerial capabilities so empirical research is important for the development of literature (Helfat and Peteraf, 2018). Therefore, empirical research on dynamic managerial capabilities is needed in the further development of the theory. The process of strategic change is volatile and has been likened to an emotional roller coaster. In this context, principals not only cope with their own emotions to deal with challenging situations but they also have to pay attention to the emotions of other stakeholders, such as teachers and employees, to maintain school goals (Huy & Zott, 2019).

Adner and Helfat (2003) found that dynamic managerial capabilities consist of three underlying factors, namely managerial cognition, managerial social capital, and managerial human capital. The development of this theoretical literature research has been carried out but not matched by empirical research. The development of dynamic managerial capabilities literature was carried out by Helfat et al. (2007) who defined it as the capacity of managers to create, develop, and modify organizational resources. Then, dynamic managerial capabilities have been studied from various aspects such as the performance of dynamic managerial capabilities on internal and external organisations (Haris and Helfat, 2013), a review of managerial impact on strategic change that explains the relationship

between the quality of managerial decisions, strategic change, and organizational performance (Helfat and Martin, 2020).

The empirical research on dynamic managerial capabilities has been conducted but has not discussed 3 things: Innovation Capabilities, Absorptive Capabilities and Adaptive capacity. Each variable, namely managerial cognition, managerial social capital, and managerial human capital, has been conducted empirical research separately. Laamanen and Wallin (2009) discussed top manager cognition as a variable that has a significant impact on the development of the company's operational capabilities. Prashantham and Dhanaraj (2010) found that social relationships facilitate product sales to the United States and geographically diversified U.S. multinationals. Then, Davidson and Honig (2003) found that human capital variables have a significant impact on activities in starting a business. Thus, there are still few empirical studies that examine the three basic dynamic managerial capabilities simultaneously. Meanwhile, according to (Eikelenboom & de Jong, 2019) who said that dynamic capabilities have no impact on performance.

In recent developments, dynamic management competence theory focuses on the impact of management on strategic change (Helfat and Martin, 2015) in relation to organisational change. As Andreeva and Ritala's (2016) research shows, organisational change capacity links strategic management theory on individuals with organisational change theory. The organisational capacity to implement such change is the capacity of the organisation to change, specifically its ability to develop and implement appropriate organisational change to continuously adapt to its environment (Klarner et al., 2008).

One of the key aspects of organisational capacity to change is the behaviour of individuals who adopt a bottom-up dynamic competence approach, where change starts from the micro-background perspective of individuals, rather than top management (Andreeva & Ritala, 2016). To improve organisational performance, organisational-level change comes from those individual-level changes. As pointed out by Zollo and Winter (2002), Judge and Elenkov (2005) and Judge and Douglas (2009), it is important to consider the individual level of analysis in an effort to adapt the capacity of the organisation to the environment, in order to improve the business operation efficiency.

Organisational change capacity is a common feature of dynamic competence that links strategic management theory with organisational change theory, where organisations are able to achieve and maintain competitive advantage in a constantly changing environment (Andreeva et al. Ritala, 2021). This is interesting to investigate further as Helfat and Martin (2015) have stated that most studies on dynamic competencies focus on strategic change rather than organisational change. Therefore, the study of the effect of dynamic management capacity of individual management on strategic change on organisational change capacity focusing on organisational change is new.

The phenomenon that occurs in the Integrated Islamic School Network (JSIT) Education environment in general requires the dynamics of managerial Capabilities at the top manager level. This still requires Spiritual Motivation because it is an Islamic-based school that requires spiritual motivation in accordance with the character of its human resources.

With the existence of Merdeka Learning Independent Curriculum (MBKM) / Implementation of Merdeka Curriculum (IKM) from kindergarten to high school, it is necessary to have Networking Capabilities Cooperation at the organisational level so that the implementation of the learning process is as expected. The condition of human resources so far is still exclusive, feeling that they are newcomers to the world of education, feeling that they have not experienced longer than other educational institutions managed by Muhammadiyah and Ma'arif, for this reason, this research requires a driving factor for professional Capabilities and underdogs aimed at improving school performance.

II. Review of Literature

2.1 Dynamic Managerial Capabilities

According to Bledy, Ali, and Ibrahim (2018), many criticisms have been levelled against DCV, such as the nature of the term DC itself, the absence of a clear model to measure this capability and how it affects firm performance (Zahra, Sapienza, & Davidsson, 2006; Zott, 2003). The goal of DC research should be to explain the sources of competitive advantage (Teece, Pisano, & Shuen, 1997), which indicates that firm performance is a key component of the theory and is usually seen as the ultimate goal (Laaksonen & Peltoniemi, 2016). There seems to be a boras consensus that DC positively affects firm performance in various ways (Wilden, Gudergan, Nielsen, & Lings, 2013); it expands or modifies the resource base (Helfat & Peteraf, 2009), to fit the changing environment (Teece, Pisano, & Shuen, 1997), thereby, increasing firm effectiveness (Zollo & Winter, 2002), creating market changes (Eisenhardt & Martin, 2000), as well as supporting resource capture mechanisms and capability development for rents (Makadok, 2001).

2.2 School Performance

From the various opinions of the experts mentioned above, it can be concluded that the definition of principal performance in this study is the work achieved by the principal in carrying out his main duties, functions and responsibilities in managing the school he leads in accordance with the job description and the time that has been determined to realise the objectives of the school organisation. The results of this work are a reflection of the competencies they have. This definition shows that the principal's performance is shown by the results of work in concrete form, observable, and can be measured both in quality and quantity. So that in carrying out their main duties, functions and responsibilities, principals need to have the ability or competence so that their performance is well achieved. These competencies are spiritual competence, managerial competence, entrepreneurial competence, supervisory competence, and social competence (Helen, Marks, Susan, Printy, 2003).

2.3 Pedagogical Quality

The pedagogical quality measure was constructed as an index combining teacher scores on two components of pedagogy: course instruction and assessment exercises. The classroom instruction score is the total score for instruction observed against four standards of authenticity: (a) higher-order thinking (students manipulate information and ideas, not just copy them), (b) substantive conversation (students discuss material with the teacher and/or with their peers, thus increasing their understanding of concepts and ideas), (c) deep knowledge (students focus on principle ideas or concepts to create an understanding of the complexity of relationships) and (d) connections to the world outside the classroom (students solve problems and apply their knowledge).

2.4 Evaluation task

The assessment task score is the score added to the seven authentic assessment criteria: (a) organising information (asking students to organise, synthesise, interpret, explain, or evaluate complex information), (b) considering alternatives (asking students to consider alternative solutions, strategies, viewpoints, or perspectives), (c) disciplinary content (requiring students to demonstrate understanding of disciplinary ideas, theories, or perspectives), (d) thinking about solutions, strategies, viewpoints, or points of view), (c)

disciplinary content (requiring students to demonstrate understanding of disciplinary ideas, theories, or perspectives), (d) disciplinary laws of procedure (requiring students to use disciplinary methods), (e) complex written communication (requiring students to express their understanding, explanations, or conclusions in writing), (f) real-world problems (requiring students to solve problems, questions, or concepts outside of school) and (g) school audiences (requiring students to communicate with audiences other than teacher members and classmates or school).

2.5 Academic Success

Academic achievement is an authentic measure of student achievement, specifically the average total grade point average of students in maths and social studies across three intellectual quality standards:

(a) analyses, (b) disciplinary concepts, and (c) written communication descriptions. Analysis evaluates student work as it reflects higher-order thinking through processes such as organising, synthesising, interpreting, hypothesising and evaluating. Disciplinary concepts value student work because it reflects understanding and the ability to work with and manipulate disciplinary ideas, concepts, and theories. Develop written communication that assesses student work for clarity, coherence, quality of enunciation, and richness of argument.

2.6 Spiritual Motivation

Recognising spirituality as a legitimate category of human needs and wants, we included a broader classification of motives. To clearly see mental motivations, we recommend adding the category of "spiritual benefit" in the top row of the motivation grid, alongside the morality categories of "beneficial", "attractive" and "interesting". It should be noted that these four levels of the grid refer to the four basic aspects of human life (physical, psychosocial, ethical and spiritual), and therefore refer to the four anthropological aspects of work. In addition, a new fourth column should be added, to consider the concept of spirituality that is open to the divine realm, a Higher Being, or God. We call this motif "religious", because for those who believe in God, they refer to a rational relationship with God, with whom one can have a personal relationship.

Networking Capabilities

Relationships and networks have been the subject of analysis in the internationalisation literature in recent years, with particular attention to SMEs, due to the relevance of addressing the "lack of resources" situation required to compete in an international environment (Moen & Servais 2002; Mort & Weerawardena 2006; Ripollés et al., 2012; Weerawardena et al., 2007). In this context, Walter, Auer and Ritter (2006) understand network capability as "the ability of a firm to develop and exploit inter-organisational relationships to access a range of resources held by other actors".

III. Result and Discussion

In this study, the research design used was quantitative research. Quantitative research is a method to test certain theories by examining the relationship between variables. These variables are measured so that data consisting of numbers can be analysed based on statistical procedures (Creswell, 2012: 5). Basically, the quantitative approach is carried out in inferential research (in the context of hypothesis testing) and relies on the conclusion of the results on an error probability of rejecting the null hypothesis. With quantitative methods, the significance of group differences or the significance of the

relationship between the variables under study will be obtained. In general, quantitative research is a large sample study.

Data analysis is to decompose the whole into smaller components to determine the dominant component, compare one component with another, and compare one or several components with the whole. Data analysis techniques are used to answer problem formulations or test hypotheses that have been formulated. Data management in this study will use SmartPLS 3 software, which is a method used to close the weaknesses contained in the regression method.

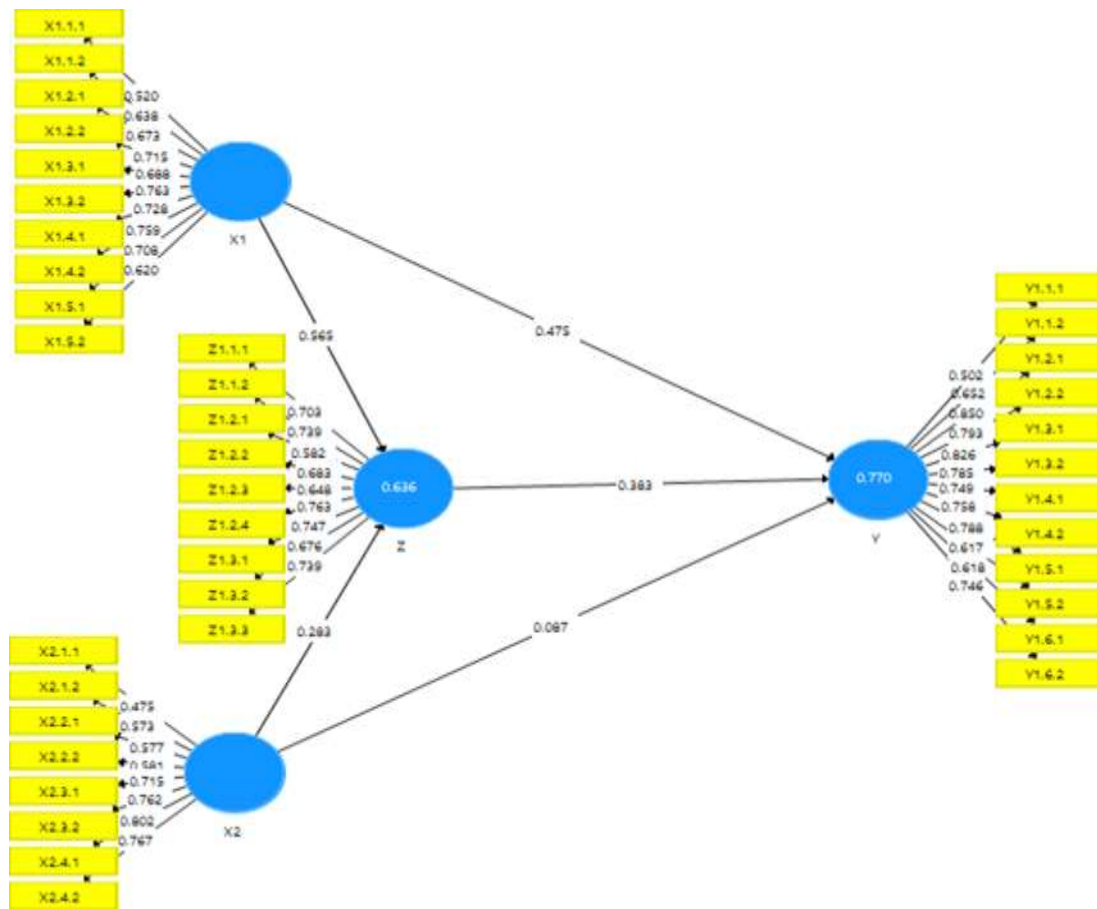
Experts in Structural Equation Modelling (SEM) research methods can be through the Partial Least Square (PLS) approach. Partial Least Square is a powerful analytical method in which this method is not based on many assumptions. The (Partial Least Square) PLS approach is distribution free (does not assume certain data, can be nominal, categorical, ordinal, interval and ratio). (Partial Least Square) PLS uses the bootstrapping or random doubling method which assumes normality will not be a problem for (Partial Least Square) PLS. In addition, (Partial Least Square) PLS does not require a minimum number of samples to be used in research, research that has a small sample can still use (Partial Least Square) PLS.

IV. Result and Discussion

In the path coefficient test, it can show how much the relationship or influence of latent constructs is generated using the boot strapping procedure pattern. In hypothesis testing, it can be seen from the t- statistic value and the probability value For hypothesis testing, namely by using statistical values, for alpha 5% the t-statistic value used is 1.96. The conditions are as follows:

1. The hypothesis acceptance criterion is H_a is accepted and H_0 is rejected when the t-statistic > 1.96 .
2. The criteria for rejecting the hypothesis is if H_a is rejected and H_0 is accepted when the t-statistic < 1.96 .

The following are the results of testing the research hypothesis of 250 respondents. Based on the results of data analysis tested through SmartPls 3.5 which was tested: Hypothesis Effect T-Statistics and P-Values. Results Based on the data presentation in the table above, it can be seen that the hypothesis proposed in this study can be formulated, the following are details of the influence between variables:



Hypothesis 1: The influence of Spiritual Motivation (X1) on Dynamic Managerial Capabilites of School Principals (Z)

Based on the table above, it can be seen that for testing the Spiritual Motivation variable (X1) on the Dynamic Managerial Capabilites of the Principal (Z), the T statistics value is 4.833 with a ρ -value of 0.000 with a coefficient value of 0.565 indicating a positive direction. Because the T statistics value of 4.833 is above 1.96 and the ρ -value is smaller than α ($0.000 < 0.05$), H1 can be accepted, thus there is a positive and significant effect of the Spiritual Motivation variable (X1) on the Principal's Dynamic Managerial Capabilites (Z).

Based on the regression results, it can be concluded that the first hypothesis is accepted.

Hypothesis 2: The influence of Networking Capabilities (X2) on Dynamic Managerial Capabilites of School Principals (Z)

Based on the table above, it can be seen that for testing the Networking Capabilities (X2) variable on the Dynamic Managerial Capabilites of the Principal (Z), the T statistics value is 2.561 with a ρ -value of 0.011 with a coefficient value of 0.283 indicating a positive direction. Because the T statistics value of 2.561 is above 1.96 and the ρ -value is smaller than α ($0.011 < 0.05$), H2 can be accepted, thus there is a positive and significant effect of the Networking Capabilities (X2) variable on the Principal's Dynamic Managerial Capabilites (Z).

Based on the regression results, it can be concluded that the second hypothesis is accepted.

Hypothesis 3: Effect of Spiritual Motivation (X1) on School Performance (Y)

Based on the table above, it can be seen that for testing the Spiritual Motivation variable (X1) on School Performance (Y), the T statistics value is 4.542 with a ρ -value of 0.000 with a coefficient value of 0.475 indicating a positive direction. Because the T statistics value of 4.542 is above 1.96 and the ρ -value is smaller than α ($0.000 < 0.05$), H3 can be accepted, thus there is a positive and significant effect of the Spiritual Motivation variable (X1) on School Performance (Y).

Based on the regression results, it can be concluded that the third hypothesis is accepted.

Hypothesis 4: Effect of Networking Capabilities (X2) on School Performance (Y)

Based on the table above, it can be seen that for testing the Networking Capabilities (X2) variable on School Performance (Y), the T statistics value is 2.232 with a ρ -value of 0.021 with a coefficient value of 0.387 indicating a positive direction. Because the T statistics value of 2.232 is above 1.96 and the ρ -value is smaller than α ($0.021 < 0.05$), H4 can be accepted, thus there is an influence of the Networking Capabilities (X2) variable on School Performance (Y).

Based on the regression results, it can be concluded that the fourth hypothesis is accepted.

Hypothesis 5: Effect of Dynamic Managerial Capabilites of School Principal (Z) on School Performance (Y)

Based on the table above, it can be seen that for testing the Dinamic Managerial Capabilites Principal variable (Z) on School Performance (Y), the T statistics value is 3.360 with a ρ -value of 0.001 with a coefficient value of 0.383 indicating a positive direction. Because the T statistics value of 3.360 is above 1.96 and the ρ -value is smaller than α ($0.001 < 0.05$), H5 can be accepted, thus there is a positive and significant effect of the Dinamic Managerial Capabilites Principal variable (Z) on School Performance (Y).

Based on the regression results, it can be concluded that the fifth hypothesis is accepted.

Hypothesis 6: The effect of Spiritual Motivation (X1) on School Performance (Y) through Organisational Commitment (Z) as Mediation

Based on the table above, it can be seen that the test of the Spiritual Motivation variable (X1) on School Performance (Y) moderated by the Principal's Dynamic Managerial Capabilites (Z) obtained a T statistics value of 2.453 with a ρ -value of 0.014. Based on the T statistics value of 2.453 above 1.96 and the ρ -value is smaller than α ($0.014 < 0.05$), H6 can be accepted, thus the moderating variable of the Principal's Dynamic Managerial Capabilites is a moderating variable that can strengthen the influence of the Spiritual Motivation variable (X1) on School Performance (Y). Based on the regression results, it can be concluded that the sixth hypothesis is accepted.

Hypothesis 7: Effect of Networking Capabilities (X2) on School Performance (Y) through Organisational Commitment (Z) as Mediation

Based on the table above, it can be seen that for testing the Networking Capabilities (X2) variable on School Performance (Y) moderated by the Principal's Dynamic Managerial Capabilites (Z), the T statistics value is 2.027 with a ρ -value of 0.043. Based on the T statistics value of 2.027 above 1.96 and the ρ -value is smaller than α ($0.043 < 0.05$), H7 can be accepted, thus the moderating variable of Organisational Commitment is

a moderating variable that can strengthen the influence of the Networking Capabilities (X2) variable on School Performance (Y). Based on the regression results, it can be concluded that the Seventh hypothesis is accepted.

4.1 Discussion

a. The Effect of Spiritual Motivation (X1) on Dynamic Managerial Capabilities of School Principals (Z)

Based on the results of the study, there is an effect of spiritual motivation on the Dynamic Managerial Capabilities of school principals. This shows that motivation refers to a process of influencing individual choices towards various forms of desired activities. Then John P. Campbell, et al. suggest that motivation includes the direction or purpose of behaviour, the strength of the response, and the persistence of behaviour. In addition, it is influenced by the principal's managerial abilities such as including a number of concepts of drive, need, incentive, reward, reinforcement, goal setting, expectancy, and so on.

b. Effect of Networking Capabilities (X2) on Dynamic Managerial Capabilities of Principal (Z)

Based on the results of the study there is an effect of Networking Capabilities on Dynamic Managerial Capabilities of Principals. This shows that Dynamic managerial capabilities are the ability of managers to build, integrate and reconfigure organisational resources and competencies (Adner and Helfat, 2003). Dynamic managerial capabilities are the key to success to achieve a match between organisational competencies with changing environmental conditions and cooperation with the surrounding environment (Kor and mesko, 2013). However, there is still much to be explained in the theory of dynamic managerial capabilities so empirical research is important for the development of literature (Helfat and Peteraf, 2015). According to Laamanen and Wallin (2009) Network Capabilities influence leaders' managerial capabilities.

c. Effect of Spiritual Motivation (X1) on School Performance (Y)

Based on the results of the study, there is an influence of Spiritual Motivation on School Performance. This shows that the principal as a supervisor must be manifested in the ability to compile, and implement educational supervision programs, and utilise the results (Mulyasa, 2007). Principal supervision is a process specifically designed to help teachers and supervisors to use their knowledge and skills in providing services to parents of students and schools (Wahyudi, 2009). Another factor that also affects school performance is teacher motivation. The need that encourages action towards a certain goal that gives rise to motive or provision of motive, making work motivation is something that raises the spirit or drive of work (Anoraga, 2006). The existence of work motivation in teachers also influences the high or low performance of teachers, so that with high motivation, teacher performance can be achieved optimally.

d. Effect of Networking Capabilities (X2) on School Performance

Based on the results of the study there is an influence of Networking Capabilities on School Performance. This shows that school performance is often defined as the output of work completed by employees/workers in an organisation as an indication of whether the goals, vision, mission, and objectives of the organisation have been achieved (Paul, Baker & Cochran, 2012). Good school performance does not happen automatically, but arises from good assessment feedback by the organisation, and various networks of cooperation outside the school environment. And especially the management. The success or failure of

an organisation can be seen from how the achievements/performance produced by its teachers to improve its school network. This is because teachers are an important resource in carrying out the operational activities of the organisation (Moolenaar, Slegers & Daly, 2012).

e. Effect of Dynamic Managerial Capabilities of Principal (Z) on School Performance (Y)

Based on the results of the study, there is an influence of the Principal's Dynamic Managerial Capabilities (Z) on School Performance. This shows that the principal's managerial ability is a set of techniques in carrying out duties as a school manager to utilize all available resources to achieve school goals effectively and efficiently. In addition, the principal's managerial ability can also be interpreted as a competency (ability) to manage that must be possessed by the principal related to the guidance of duties and work ". (Akdon, 2002: 34). According to Goetsch D.L and Davis D.L (2002:3) the managerial ability of school principals has a strong and significant influence on the quality of school performance.

f. The Effect of Spiritual Motivation (X1) on School Performance (Y) through Dynamic Managerial Capabilities of the Principal (Z) as Mediation e

Based on the results of the study, there is an effect of Spiritual Motivation (X1) on School Performance (Y) through the Principal's Dynamic Managerial Capabilities (Z) as Mediation. This shows that the idea that employees try to eliminate unimportant expectations by proving others wrong seems to contradict current research that emphasises the benefits of high expectations - and avoiding low expectations - for employees and staff. The above hypothesis therefore raises a key question: When are individuals motivated to eliminate rather than internalise unappreciated expectations? On the one hand, self-fulfilling prophecy suggests that employees may accept low expectations from others. On the other hand, researchers in stereotype response have noted that when a negative stereotype is revealed, it potentially encourages responding as individuals are determined to eliminate the stereotype (Kray et al., 2001; Nguyen & Ryan, 2008). This may imply that low expectations from observers are not always perceived as reliable by individuals, suggesting that observers' perceptions of reliability may act as an undetectable boundary condition on the impact of low expectations perceived by others on performance.

g. Effect of Networking Capabilities (X2) on School Performance (Y) through Dynamic Managerial Capabilities of Principal (Z) as Mediation

Based on the results of the study, there is an effect of the influence of Networking Capabilities (X2) on School Performance (Y) through Dynamic Managerial Capabilities Principal (Z) as Mediation. This shows that Networking Capabilities is very important in supporting school performance which is influenced very significantly by the Principal's Dynamic Managerial Capabilities factor. Because the principal's managerial ability is a technical set in carrying out his duties as a school manager to utilise all available resources to achieve school goals effectively and efficiently.

IV. Conclusion

1. Spiritual Motivation (X1) is positive and significant on Dynamic Managerial Capabilities of School Principal (Z)
2. Networking Capabilities (X2) is positive and significant on Dynamic Managerial Capabilities of School Principals (Z)

3. Spiritual Motivation (X1) is positive and significant to School Performance (Y).
4. Networking Capabilities (X2) is positive and significant to School Performance (Y).
5. Dynamic Managerial Capabilites of Principal (Z) is positive and significant on School Performance (Y).
6. Spiritual Motivation (X1) is positive and significant on School Performance (Y) through Dynamic Managerial Capabilites Principal (Z) as a Mediating variable. From the above results, it shows that the effect of spiritual motivation on school performance through dynamic Managerial Capabilities of school principals is greater and significant than the effect of spiritual motivation directly on school performance.
7. Networking Capabilities (X2) is positive and significant on School Performance (Y) through Dynamic Managerial Capabilites Principal (Z) as a Mediating variable. The above results show that the effect of Networking Capabilities on school performance through dynamic Managerial Capabilities of school principals is greater and significant than the effect of Networking Capabilities directly on school performance.

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