

The Legacy of a School: Developing Superior Better Schools Based on Mutual Cooperation

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Abstract

This research was aimed to analyze at (1) how hard legacy is used to develop a school—namely MIN (Madasah Ibtidaiyah Negeri) Tegalsari, Wlingi sub-district, Blitar Regency—and (2) how the soft legacy is applied to develop MIN Tegalsari, Wlingi sub-district, Blitar regency at the same school. The research took a qualitative approach research with a case study approach design. This research was conducted at a madrasa, namely MIN Tegalsari in Blitar Regency, starting from between January and to June in 2020. The research objects covered was concerned with phenomenal school programs and activities and the impressions of the school's stakeholders' impressions of the programs and activities about them. In-depth interviews, observations, and documentation were used as they were used for data collection techniques. What is more, the data's validity was measured from checked for credibility, transferrability transferability, dependability, and confirmability. While the data were then integratively analyzed integratively from the through data presentation, data reduction, and the drawing of tentative conclusions. The research results showed revealed firstly that firstly, the school's legacy has resulted in changes from a transformation from a low-level school (which that was not taken into account well-regarded by the community) into an excellent school. The superiority of dramatic improvement in this school was marked by the changes in the school's culture namely more in terms of transparent and accountable school management, environment-based and fun-enjoyable learning, and the increased of the support and participation from the various school stakeholders. Secondly in addition, the school also has a soft legacy has been shown at that manifested in three aspects, namely a

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collaborative ~~(mutual cooperation)~~ leadership structure, transformational effective leadership, and effective communication~~er~~.

Keywords: management, accountability, legacy, stakeholder.

Introduction

During the 1960s ~~decade~~, an argument ~~polemic~~ that ~~occurred~~ emerged from the Coleman's (1968)¹ research ~~conclusion was is~~ that a school's approach cannot be grafted onto another school, so: it is impossible for a school to imitate to another school that ~~is it~~ considered to be better. ~~Meanwhile, Others, meanwhile, thought have assumed~~ that the success of a school may be emulated (i.e., grafted) ~~from in~~ other schools. As a result, comparative studies have been recommended to ~~namely learning the from~~ best practices of certain schools ~~are suggested. Even up to the present, and even now~~, comparative studies from elementary to tertiary levels have been made ~~undertaken~~. However, such activities cannot automatically ~~elone translate~~ the best practices ~~implemented in of~~ one school ~~in to~~ other schools. ~~Indeed, There are a lot of many~~ factors ~~that influence contribute to~~ why a school ~~is may be more superior~~, more effective, and ~~more~~ efficient than others.

The ~~superiority quality~~ of a school, among other things, is determined by its culture. The stronger this is, the better, ~~and the more so a~~ superior academic culture ~~of in~~ a school ~~is, the more contributes to how~~ effective the school will be (Hargreaves, 1995).² The ~~superiority of the~~ academic culture of a school is defined by the extent to which ~~the spirits of~~ all members of the school community develop competitive attitudes, spirits, and behaviors (Adebayo, 2013).³ ~~They Good schools~~ always develop a good ~~school~~ culture, ~~either both~~ internally ~~or and~~ externally. Previous studies conducted by Purkey ~~and~~ Smith (1983),⁴ and Murphey (1983)⁵ found that leadership plays a key role in

¹ Coleman, J. S. (1968). Equality of educational opportunity. *Integrated Education*, 6(5), 19-28.
² Hargreaves, D. H. (1995). School culture, school effectiveness and school improvement. *School effectiveness and school improvement*, 6(1), 23-46.
³ Adebayo, F. A. (2013). Stakeholders perception of teachers integrity in elementary schools in Nigeria. *Literacy Information and Computer Education Journal*, 4 (4), 1123-1128.
⁴ Purkey, S. C., & Smith, M. S. (1983). Effective schools: A review. *The elementary school journal*, 83(4), 427-452.

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~~developing~~ the school culture ~~development~~. ~~It needs~~ Indeed, a clear and measurable vision ~~so that is needed for the~~ a principal ~~may to~~ lead all ~~members of the~~ a school's stakeholders ~~in delivering the shared goal of academic excellence to reach the school aims and vision at a certain period~~. ~~Thus, a~~ clear vision, ~~a~~ detailed mission ~~plans~~, comprehensive aims, and ~~detailed thorough~~ programs ~~may increase~~ can enhance the work spirit.

There are many ~~measures~~ determinants of a good school culture, ~~namely~~ including, among other ~~things~~, ~~the variety of~~ physical inputs (e.g., ~~the characters of~~ students and teachers ~~characters~~, library and classroom facilities, ~~classroom facility and so on etc.~~), ~~the socioeconomic composition of~~ teachers and students ~~socio-economic composition~~, ~~the~~ morals ~~among~~ of school community members, teachers' ~~hope~~ aspirations for ~~to~~ their students, and ~~students'~~ interest in ~~being~~ learning (Coleman, 1975)ers.⁶ ~~And what~~ What is more, it is also important ~~is to~~ ~~socialize~~ communicate the school's programs and activities to ~~the~~ concerned external parties. In this ~~era~~ information of technology ~~era~~, there are many ~~choices~~ ways (e.g., of social media) ~~that may be used to~~ socialize ~~promote the~~ a school's programs and activities. The principal ~~in which~~ who participated in this research ~~was conducted~~ made use of ~~the~~ social media and ~~the~~ social networking to improve ~~mutual assistance (the participation)~~ of ~~all relevant~~ school stakeholders. ~~Therefore,~~ School-based and social media ~~are one unity~~ is therefore a matter of urgency ~~in for~~ school management to ~~developing~~ a good school culture ~~for the next school management~~.

Each school ~~principal has the~~ leaves a legacy ~~that is~~ inherited ~~from the principal that may be felt and used as the learning by the next generation~~ his or her successor, ~~in~~ and this may be used to assist in managing the school. The ~~attainment~~ achievements of ~~the~~ principal's ideas and programs may be ~~meant~~ referred to as political legacy. Political legacy, which can be defined as ~~the~~ impacts ~~or effects~~ of leadership that ~~may~~ continue to be felt, ~~enjoyed and inherited~~ by ~~the~~ subsequent school ~~managers in the next~~

⁵ Murphy, C. (1983). Effective Principals: Knowledge, Talent, Spirit of Inquiry. *Research Brief: Improvement Support Program*, 1-15.

⁶ Coleman, J. S. (1975). Equal educational opportunity: A definition. *Oxford review of Education*, 1(1), 25-29.

~~periods~~principals. Usually,Such political legacy ~~is felt~~usually manifests when ~~the~~ concerned leader ~~has a~~ principal retires~~d~~ or moves~~d~~ to another school. ~~In such cases,~~ theA principal's achievements ~~either in the both~~ academic ~~or and~~ non-academic aspects ~~is always perceived by the members of the school stakeholders after one leads the school (policy achievement)~~continue to be felt, to some extent, even after he or she leaves the school. In political sciences, a principal's legacy may be distinguished into two forms, namely *hard legacy* and *soft legacy* (Fong, Malhotra, & Margalit, 2017).⁷

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Fong, Malhotra, and Margalit (2017) Fong-adopted this theory in ~~the~~their political study ~~namely efforts to portra~~aimed at ~~portraying~~ the leadership of the President of the United States. ~~His~~Their research ~~result~~theoretically divided ~~the~~ political legacy into two ~~types,~~ which ~~we are interestingly~~used to analyze leadership at school. Hard legacy is a leader's concrete work. ~~If he is~~For a governing official, hard legacy is policy achievement. ~~It is, such as a measurable~~ public policy, ~~a measurable leader program~~. Soft legacy, ~~meanwhile, is~~reflects the wider public memory of a ~~lead~~inger figure. ~~The~~Soft legacy is ~~certainly inevitably~~ influenced by ~~the~~hard legacy, ~~however, because~~. ~~For instance,~~ a leader will ~~not rarely~~ be ~~well~~ remembered ~~well~~ by the public if he ~~or she does not have any work~~never made any concrete achievements. ~~Whereas~~In contrast, a leader will be ~~memorized~~remembered and regarded ~~well~~ by the public if he ~~has or she did some~~ good work that ~~affects the~~improved people's quality of ~~life or an~~the institution's quality.

Each principal should ~~do his~~perform duties with ~~an~~awareness of the ~~present~~ current conditions ~~and should dream~~while aiming to realize measurable changes in ~~the~~ future. ~~These~~ awareness ~~of such a condition~~is ~~conducted~~created ~~through~~by reflecting~~ons of on~~ the problems encountered (internally and externally), the school's academic culture, and the expectations ~~of school stakeholders~~ that ~~have~~ ~~have not been~~yet to be realized ~~yet from all school stakeholders~~. ~~Based in~~With such an awareness, ~~principals can create~~ a vision that will be realized ~~in~~within the period of ~~one's~~their leadership ~~is established~~. For a leader, ~~a~~this vision is not merely a ~~wall decoration located in the work space~~piece of paper pinned to the board; but ~~it is~~rather an

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⁷Fong, C., Malhotra, N. A., & Margalit, Y. (2017). *Political Legacies*. Stanford University Graduate School of Business Research Paper No. 17-57.

inherent ~~idea-drive~~ that stimulates ~~the~~ leadership ~~blood-pulse that is always being~~ ~~struggled, and worked on in~~ and ~~progress in~~ the forms of programs and concrete activities. ~~It is campaigned and socialized~~ ~~These are then promoted~~ to develop relationships ~~with stakeholders, so they will~~ ~~to help~~ realize the vision ~~together~~.

Previous ~~researches-studies of~~ ~~n the~~ school legacy ~~were much more~~ ~~have been~~ ~~mainly~~ conducted in the field of education politics, ~~including-such as~~ segregation schools, ~~as done by~~ (~~Horsford, 2010;~~⁸ ~~Reece & O'Connell, 2016;~~⁹ ~~Lemon, & Battersby-Lennard, 2009;~~¹⁰ ~~Bell, 1977;~~¹¹ ~~and Saporito & Sohoni, 2006;~~¹² ~~Meanwhile,~~ ~~Other researchers, meanwhile, have~~ focused on school legacy ~~in-for~~ improving learning quality and ~~the~~ cooperation ~~with-among~~ all school stakeholders, ~~for examples;~~ ~~those made by~~ (e.g., ~~Raudenbush, 2009;~~¹³ ~~Orr & Goodman, 2010;~~¹⁴ ~~and Cummins, 2015).~~¹⁵ ~~A s~~ ~~School's~~ effectiveness is determined by two main factors, namely learning quality and ~~the~~ effectiveness of the principal's leadership in developing the school ~~quality~~ to reach its ~~quality~~ goals. This topic was explored by Cheng (1994)¹⁶ to find the best model ~~to-for~~ ~~create~~ ~~ing~~ a superior school. ~~While, this~~ ~~This~~ present ~~research-study,~~ ~~meanwhile, was~~ intended to explore leadership effectiveness ~~to-for~~ ~~realiz~~ ~~ing~~ a superior school culture.

~~This present~~ ~~More specifically, this~~ research ~~was~~ focused on two matters; (1) ~~How~~ ~~the is~~ hard legacy ~~is~~ used to develop MIN (~~Madrasah madrasa, Ibtidaiyah Negeri~~) Tegalsari, Wlingi sub-district, Blitar regency; ~~a?~~ ~~And~~ (2), how ~~the is~~ soft legacy

⁸ Horsford, S. D. (2010). Mixed feelings about mixed schools: Superintendents on the complex legacy of school desegregation. *Educational Administration Quarterly*, 46(3), 287-321.

⁹ Reece, R. L., & O'Connell, H. A. (2016). How the legacy of slavery and racial composition shape public school enrollment in the American south. *Sociology of Race and Ethnicity*, 2(1), 42-57.

¹⁰ Lemon, A., & Battersby-Lennard, J. (2009). Overcoming the apartheid legacy in Cape Town schools. *Geographical Review*, 99(4), 517-538.

¹¹ Bell Jr, D. A. (1977). The Legacy of WEB-DuBois: A Rational Model for Achieving Public School Equity for America's Black Children. *Creighton L. Rev.*, 11, 409.

¹² Saporito, S., & Sohoni, D. (2006). Coloring outside the lines: Racial segregation in public schools and their attendance boundaries. *Sociology of Education*, 79(2), 81-105.

¹³ Raudenbush, S. W. (2009). The Brown legacy and the O'Connor challenge: Transforming schools in the images of children's potential. *Educational Researcher*, 38(3), 169-180.

¹⁴ Orr, A. C., & Goodman, N. (2010). People like me don't go to college: The legacy of learning disability. *Journal of ethnographic & qualitative research*, 4(4), 213-225. 13p+chart.

¹⁵ Cummins, J. (2015). How to reverse a legacy of exclusion? Identifying high-impact educational responses. *Language and Education*, 29(3), 272-279.

¹⁶ Cheng, Y. C. (1994). Principal's leadership as a critical factor for school performance: Evidence from multi-levels of primary schools. *School Effectiveness and School Improvement*, 5(3), 299-317.

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is applied to develop MIN Tegalsari, Wlingi sub district, Blitar regency this school? Knowledge ~~on the about a~~ school's hard legacy ~~may could potentially~~ assist practitioners and academics ~~sians to in~~ formulatinge specifications ~~of for superior~~ schools ~~superiorities~~ and models to realize them. A detailed explanation of the variousety of school superiority specifications will help ~~the other~~ principals to replicate successes and develop schools in line with the ~~mandate desires~~ of the school's stakeholders. ~~Meanwhile, k~~ Knowledge ~~of about a the~~ school's soft legacy, meanwhile, may be used as ~~the a~~ reference ~~in for determining identifying the other~~ determinants ~~to reach of~~ a superior school. ~~The Indeed, these~~ two aspects of ~~this a~~ school's legacy ~~at last~~ may ultimately be used to developped ~~into a~~ theory for achieving a superior school culture development theory.

These results of this research ~~results~~ are expected to ~~produce~~ lead to a description ~~of an for how a effective~~ school's legacy can be effective in ~~reaching its~~ achieving superiority improvements. Moreover, this could lead to a detailed ~~description of a map~~ mutual for cooperation-based superior school development ~~map would be resulted in~~. ~~The Indeed, the~~ community's involvement in developing a school ~~is depend~~ sed up on the principal's leadership characteristics. ~~The, because an ambitious, driven~~ principal ~~with driving character enables~~ will encourage the local community to become actively involved in the process ~~and the attainment of a superior school of improvement~~. ~~The~~ What is more, a culture of mutual cooperation ~~culture that has been working on is~~ passed from one generation to the next may be ~~made useful in of to~~ developing a school. As a result, the principal should know and understand ~~the and know~~ values, norms, and socio-religious culture of the local community. ~~If When~~ a school is transparently managed and ~~involves includes~~ the community ~~on the basis of the~~ based on its cultural values ~~it believes in and beliefs~~, it will facilitate help the principal to ~~move the~~ engage the community ~~to be involved in in~~ actively developing a good school (Yamauchi & Purcell, 2009).¹⁷

Methodology

¹⁷ Yamauchi, Lois, A., & Purcell, Andrea K. (2009). "Community involvement in a place-based programme for Hawaiian high school students", *Journal of Education for Students Placed at Risk (JESPAR)*, Volume 14, issue 2, 170-188.

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Research Type and Approach

~~It was a~~ qualitative approach was chosen for this research. ~~The choice of this research type was based on~~ based on the following ~~characteristics~~ reasons: (1) the setting was natural, 2) the examined case ~~examined~~ occurred some years ago, namely during Saiful's tenure as principal ~~tenure~~ from 2000 to 2010 ~~period~~, and, 3) ~~in the period~~, MIN Tegalsari developed well in this period ~~either~~ in terms of the number of students, community participation, and ~~or~~ changes in the school culture. Whereas, the adopted approach ~~adopted~~ was phenomenolog ~~phenomenological~~, ity. ~~The choice of the approached~~ was also based on some other considerations, ~~among others~~: 1) the data to be ~~obtained~~ gathered dealt with knowledge, points of view, awareness, and subjective ~~s~~ meaning ~~interpretations~~ of the social dynamics of the internal ~~external~~ school environment; 2) the subjective meaning ~~interpretations~~ of the principal's most impressive ~~works is considered to be the~~ achievements ~~of the principal leadership~~ in developing confession ~~a good~~ school culture; and 3) the subject's meaning ~~experience of dealings~~ with the phenomena ~~of the most impressive~~ of development ~~of the~~ school, ~~either both the~~ negative ~~or~~ and positive aspects.

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Research Time and Place/Location

This research was conducted at MIN Tegalsari, Wlingi sub-district, Blitar Regency, Indonesia. ~~It started in and ran from~~ January to June in, 2020. MIN Tegalsari was previously ~~was~~ ~~was~~ a madrasah ~~madrasa~~ (Islamic school) that had been independently established ~~independently~~ by Islamic figures in the village. It originally did not have any school buildings, and with the students studying in ~~in~~ three homes ~~of~~ local ~~residents~~, namely 3 houses. ~~Then~~ All ~~members of the people~~ the residents in Tegalsari ~~both Muslims and non-Muslims~~, such as ~~believing in Islam or non-Islam~~ (Hindu ~~ism~~, Buddhist ~~sm~~, and Christian ~~s~~ and Catholic) worked together to establish at the madrasah ~~madrasa~~. ~~Even, a~~ At the beginning, there were 7 seven students who were non-~~Muslims~~. Solidarity, harmony, and a culture of mutual cooperation ~~culture~~ in social activities ~~are~~ were therefore well maintained in the society ~~community~~ although ~~the members believe in~~ despite people following different religions.

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~~The~~ Mutual cooperation and ~~helping each other~~ assistance among the people with of different religions ~~have~~ has been going on continued for a long time. When

While the research was being conducted, the researchers saw-observed non-Muslims contribute-giving snacks to the workers building the-a mshola-mosque in the madrasah-madrasa. Thisse confessional-cooperative culture among the community becomes-is an important social capital for the process of building a-mutual-the cooperation needed to develop a-based superior school, because such-Mutual cooperation does not only exist-in-in-the-seope-reflect among the citizens; but also between these citizens and their-the-social institutions. For instance, the-confessional-based-mutuala culture of cooperation culture-in the community may-can be transferred-transferred into-the-seope-ofto building and operating schools, mosques, churches, temples, and other public facility-facilities-development-constructions. For the people in-of Tegalasri, the-human-their attitudes have passed through the religious space-For them, but the common good in a-the wider social wide-space is more important than-supersedes the narrow-religious narrow-one.

Research Objects and Subjects

A research object is something that becomes the research focus and/or data searched-in-a-research. The objects of research objects infor this spresent-researchstudy were as follows: 1) elements of the programs and activities meant-as-eternal-and-phenomenal-in school works-that had the greatest, most long-lasting impressions and became-were-the-key to changes-at the school; and 2) the programs and activities that the school stakeholders-were-deeply understood and were greatly impressed by-the school-stakeholders. To obtain the data mentioned-infor the research objects mentioned above, the subjects determined-chosen-forin this research were all members-of-the internal and external stakeholders of the school namely-among-others-all stakeholders-that-were involved at the-at time, including-from-the principal, the vice principals, the teachers, the students, the members of the school committee, the members of the class association, and the-representatives of the local community.

Technique of Data-Collection Techniques

The data were collected through-using three techniques, namely: in-depth interviews, observations, and documentation. The in-depth interviews was-were the main and-the-first-technique-of-means-for data collection-done. If there-were-concepts arose in the in-depth interviews that cannot-could-not be fully understood-abstractly-in

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~~the in-depth interviews~~, observations were made and/or ~~the documentation~~—~~either such as~~ in the form of pictures, photos, ~~of-and~~ videos—~~was was~~ examined. In-depth interviews ~~started with~~ ~~were first made to~~ the key informant, namely the principal. ~~From this principal, the researchers got, and this gave~~ a general picture of the dynamics of ~~the confessional~~ ~~developing the school growth compared with that in the~~ ~~from its previous state previous periods~~. Observations and documentation techniques were ~~also~~ adopted to completely ~~or-and concretely~~ understand ~~concretely the any~~ concepts ~~which-that cannot could not~~ be grasped orally. ~~Indeed, it isis~~ necessary to ~~have-gain~~ a detailed, ~~and~~ deep comprehension, especially ~~for~~ unique concepts, ~~that ishence~~ why ~~the~~ observations and documentation ~~are-conducted~~ ~~were needed~~.

The data were collected through ~~some-various~~ stages, ~~namely: the first was to make an~~ ~~First, an~~ exploration ~~was made~~. The second ~~was to go into the deep~~ ~~stage then went into more depth, and-before~~ the third ~~was to make a~~ ~~stage identified~~ patterns. The ~~data~~ exploration ~~was done to the~~ ~~stage involved the~~ principal and the vice principal for the curriculum and learning affairs. ~~After~~ ~~Following~~ ~~thise~~ exploration, in-depth interviews were ~~made-conducted~~ to ~~know-learn about~~ the technical aspects of implementing the programs and activities, ~~and these~~ ~~interviews involved to some other subjects namely~~ the teachers, ~~the~~ members of the school committee and ~~the of the~~ class association, ~~and the~~ representatives of the local community. During the interviews, the researchers did not bring ~~with them the any~~ interview ~~instruments-materials because~~ ~~since~~ they had memorized in detail ~~what-the~~ objects and indicators ~~they wished to collect~~ ~~investigate~~. ~~Therefore, T~~ the researchers were ~~therefore~~ more free ~~and impressed to be really~~ ~~to act~~ naturally ~~during interviews~~. The ~~last-final~~ stage was to ~~make-identify~~ patterns; ~~namely the data collection was conducted in accordance with the patterns found~~ through the process of data collection, selection, and reduction.

Data Validity

The collected data in this ~~present research should~~ ~~study needed to~~ fulfill four criteria, namely credibility, transferability, dependability, and confirmability. First, credibility ~~involves-requires that~~ all research participants ~~and-assured that they~~ fully know the ~~whole data~~ ~~entire situation~~. ~~As a result~~ ~~Consequently~~, the researchers ~~were entirely involved in~~ ~~engaged with~~ the participants' ~~life in quite a (long)~~ ~~for a relatively~~

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~~long~~ time and tried to ~~ask for confirmation about~~ the data and the results of the analysis ~~to the~~with other participants (i.e., peer checking). Second, ~~in~~to ensure transferability, the researchers tried to present data and analyses in a way that enabled the readers, participants, and other parties to ~~posses~~gain knowledge ~~and through~~ clear descriptions of the context and the research results.

Third, ~~in the~~for dependability, the ~~key word is the~~ consistency of the findings and data analyses is key if it is to be studied by other parties ~~at different times~~. ~~The other parties~~ ~~(Other researchers should be able to)~~ obtain the same data and analysis ~~is~~ ~~resultses~~ if they ~~were to conduct an examination~~ ~~examine on~~ the same object ~~and using~~ ~~the same~~ methods ~~dealing with~~used in this present research. ~~Namely, they~~As such, the ~~researchers did~~performed a structured data analysis and interpreted the research results well, so that other researchers ~~may result in~~would be able to yield the same ~~or~~ (similar) research findings and conclusions. As a result, the researchers tested the obtained data using ~~the~~ stability, consistency, and equivalence standards. ~~Fourth~~Finally, ~~for~~ confirmability, the researchers ~~tried~~attempted to reveal and analyze the data transparently, so that ~~enable~~ other parties (e.g., researchers, participants) ~~to could~~ agree with all the research results.

Data Analysis

The data analysis ~~was done~~went through a continuous processly from data presentation ~~to~~ data reduction ~~to before drawing~~ tentative conclusions. The data was presented~~ation was made on the basis of~~based on the categories ~~from of~~ the research focus, ~~even the data presentation and this~~ was followed with tabulation to facilitate the data categorization. The results of the data presentation were then standardized in line with ~~the~~ objective conditions in the field. If ~~there were~~any data ~~which were~~seemed inappropriate ~~with the~~to our needs, ~~for a while, the data~~they were moved into certain files (backup files). The next step was to ~~make~~draw tentative conclusions. The researchers ~~then then~~ discussed the ~~tentative~~ results with ~~the~~ peers and some informants. If the data were still considered ~~not to have been completed yet~~be incomplete, the researchers ~~re~~collected ~~the additional~~ data according to the need, such as bys (deepening and exploring furtheration). ~~Then,~~The three steps of the data analysis were taken

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~~repeated~~ until ~~it was deemed~~ valid ~~(according to the validity criteria given,~~ in the subsection above. ~~Some) firm~~ conclusions ~~are were then~~ drawn.

Results And Discussion

Results

The first ~~is-area concerned~~ the concrete ~~work-achievements~~ of ~~the~~ principal's leadership (i.e., ~~the~~ hard legacy) ~~in the-~~ ~~The concrete work of the principal from 2000-~~ ~~to-2010 period,~~s ~~was to change the~~This involved transforming a marginal school, ~~which that~~ was not ~~taken into account by the well-regarded by the parents and guardians of~~ prospective students' ~~guardians,~~ into ~~the school one~~ that ~~may-drew the~~ interest of many people, even ~~those~~ from ~~beyond out of~~ the village. The principal ~~therefore~~ succeeded in developing it into a superior school. ~~Before that~~Prior to this, the community ~~called~~ ~~referred to~~ the school building as "a goat pen," since it was ~~not-un~~maintained, ~~dirty~~it ~~was dirty,~~ smelly, and ~~it-certainly not was not fun~~pleasant. ~~It is in line with what was stated~~This was described by the principal ~~as follow:-~~

In the past, when ~~for the~~I first ~~time~~I entered ~~into~~this school, the condition was unpleasant. The building was ~~not-un~~maintained, dirty, and smelly. Especially ~~when it was in a-the~~ rainy season, there was ~~rain shit~~mud, ~~and~~ the traces ~~from-of~~ children's playing could be seen on the walls ~~and-of~~ classrooms. The classrooms were never locked, so ~~that~~ sometimes goats entered ~~into~~ them at night. In the morning, no one cleaned them, ~~and~~ all the teachers came late, and ~~even~~it was ~~even~~ the principal who should clean them. Most teachers also worked in other places or had jobs besides being teachers, so ~~that~~ they came late, and after teaching, they ~~went~~ directly ~~went~~ home.

~~Moreover~~Indeed, according to the principal's reflection, the school's condition was really bad. The principal, together with the vice principal for the curriculum and teaching affairs, ~~made-had~~ discussions and found solutions ~~namely-for~~ developing attitudes and habits of mutual cooperation at school. The ~~target-aim~~ of this program ~~was~~ ~~was the~~to involvement of all ~~members-of~~ the school's stakeholders, ~~either-both~~ internal ~~or-and~~ external, ~~ones~~ as stated by the vice principal:

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as follow-

The key-word we agreed upon is mutual cooperation. All ~~members~~ internal and external school stakeholders were involved in each school program and activity. Through ~~this~~ mutual cooperation, we could make changes in all school aspects-. Through ~~this the~~ mutual cooperation, we were able to hold workshops, meetings, ~~and~~ visitations ~~to-with~~ all members of the class association. Because of ~~this~~ mutual cooperation, all programs and activities ~~which-that were-had been~~ considered ~~to-be~~ impossible ~~to-do~~ became easy.

This fundamental change ~~milestone~~ had been ~~made-brought about~~ by the principal. He ~~conveyed-presented his great-ambitious~~ ideas ~~before-all~~ to all the school's stakeholders in a workshop forum ~~on-about~~ school cultural changes. According to the principal, there were ~~3-three~~ targets ~~of-for~~ changes ~~reached-agreed~~ through ~~the-this~~ process of mutual cooperation, namely budget transparency, contextual learning, and synergy between the school and the community. These three targets became the trigger ~~to-the~~ for community involvement ~~and-the~~ with the school ~~stakeholders-in~~ for reaching ~~the~~ developing a superior school ~~program~~. On the basis of the ~~relevant~~ document, the researchers studied the motto ~~of~~ the principal, namely "a-M mutual cooperation changes ~~ever~~ anything.". The principal ~~told-the~~ conveyed his vision and his programs to anyone, ~~and-at~~ anytime with the expectation that they would ~~be-willing~~ want to ~~become~~ involve ~~de~~ in them and ~~to-cooperate~~ together in developing ~~the-a~~ school ~~that-had-been~~ being established using the mutual cooperation ~~that~~ the community could be proud of.

The principal always ~~socialized-communicated~~ the programs and activities in formal forums at school and ~~also~~ non-formal ones in the ~~society~~ community. A prominent figure, who also served as the head of the school committee, also ~~did-the~~ same thing namely socializing ~~helped~~ promote the school's programs and activities. ~~The~~ head of the school committee ~~This person~~ stated that ~~he-had-a~~ motto: "The ~~he~~ thought ~~that~~ the principal and the head of the school committee ~~should~~ possess the same vision and awareness ~~that~~ when a school is ~~established-developed~~ using ~~a~~ through mutual cooperation, ~~then-the~~ school ~~should-be~~ so everything will be developed in the same way. The involvement of all people from various socio-economic ~~levels-backgrounds~~ is ~~also~~

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vital. ~~Therefore, all people should, so everyone will~~ understand the changes ~~that would to~~ be carried out. They should ~~also all~~ know ~~about~~ the school's missions, programs, and activities-.

Making ~~big~~ changes ~~with great ideas~~ also needs ~~aed~~ big budget, ~~however-~~ ~~At least the, and this was a reason for many~~ teachers ~~should understand that it was the condition that caused them~~ to be pessimistic. According to the vice principal for administrative and financial affairs, to realize the dream at that time, a workshop involving all teachers, the school committee, and ~~the~~ representatives of the students' guardians was held. The principal ~~became-acted as~~ the facilitator in the workshop, with the agenda ~~being~~ to equate ~~the~~ perceptions of the programs, ~~to-synchronizematch~~ the ~~budget programs and with~~ the ~~programs~~ budget, and ~~to-plan~~ ~~the budget sources for where the money would come from~~. The workshop made an important decision ~~in terms of:~~ agreeing with ~~changes in the program and the~~ school's ~~programs and~~ culture ~~change~~ and supporting the ~~necessary~~ budget independently, ~~namely the school and the community self help~~. As ~~stated by the~~ ~~The~~ vice principal for the administrative and financial affairs, ~~it is~~ described ~~this~~ in detail ~~as follow:-~~

After the workshop forum agreed ~~with~~ the programs and activities for ~~school the~~ cultural ~~school~~ changes, the budget support was decided. For each program and each activity, a matrix was ~~made-constructed~~ to ~~sort out~~ ~~establish~~ the budget support in ~~the form~~ terms of money, staffs, goods, services, and the budget sources. The budget sources were various: ~~from~~ the school, the local community, and/or ~~the~~ third ~~party~~ parties. The task of the school leader and the committee was to look for ~~the~~ financial support from ~~the~~ third parties. The forms of ~~the~~ support from ~~these~~ third parties were also various, ~~among others~~ such as, ~~among others~~, money, services, goods, and professional staffs. Meanwhile, the financial support from the school ~~was-came~~ from two sources, namely ~~the-a~~ grant ~~fund~~ from the government (the Ministry of Religion) and the student tuition ~~fees~~.

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All ~~member of~~ the school's stakeholders ~~knew and realized~~ ~~accepted~~ that the school's operational ~~cost should be in the form of~~ needed money. ~~The~~ ~~Some~~ source of the school operational cost ~~fundingshould be from the~~ came from grants and tuition and

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~~the dues fees. Even, but~~ the school ~~had~~ also planned ~~a to~~ cooperation with ~~at~~ the third party to establish a business, which would make use of the land next to the school, near the road, and be professionally managed ~~by making use of the land located near the road next to the school~~. The school's ~~openness to the outside parties outside school had~~ ~~giving~~ gave an opportunity ~~and possibility to revitalize the~~ to secure the resources possessed ~~needed~~ to support ~~the need for~~ the school's operational costs.

Planning, implementing, and reporting the school's operational budget were all done ~~by following~~ under the principle of transparency. Planning was ~~made undertaken~~ based on the work meeting held at the beginning of the fiscal year, ~~where~~ which all internal-external school stakeholders could attend. The budget ~~plan~~ was adjusted to accommodate the school's programs and activities, including ~~the a~~ determination of the source and ~~the~~ form of funding ~~from for~~ each activity. According to the vice principal for administrative and financial affairs, before the operational costs ~~that had been~~ were definitive, ~~its the~~ detail would be sent to all school stakeholders. ~~Also~~ In addition, it was ~~written in~~ displayed on the school board, so ~~that~~ it could be seen view by ~~all school stakeholders~~ anyone. At the end of the year, ~~the use of~~ how the budget was used was reported to all concerned parties, ~~for instance to the supervisor (such as to~~ the Ministry of Religion), the teacher council, the school committee, and the class association.

The workshop on ~~the~~ cultural change also mandated ~~to the~~ leader principal and ~~the~~ teacher council to plan and implement contextual learning. ~~S, where~~ uch learning activities adopted ~~ted~~ a student-centered learning approach. Teachers played ~~their~~ roles as the planners, ~~the implementors~~ implementers, and ~~the~~ facilitators to ascertain ensure that ~~the learning is was~~ still relevant to the curriculum and the dynamics of ~~the world in the~~ society. ~~According to the~~ In a scientific ~~science~~ sense, the school environment and the community were together used as the learning media. This learning model enabled ds all teachers, students, parents, and class association members to become involved ~~to in~~ supporting and facilitating the learning process. They were very enthusiastic and synergized ~~and in~~ working together, ~~so to make~~ the learning process could be conducted effectively and efficiently. ~~In detail it was stated by t~~ The vice principal for the curriculum and instruction affairs ~~as follow~~ discussed this in detail:

The principle used ~~in-for~~ developing the teaching capacity at school ~~was based on~~ asah (caring for), asih (loving), and asuh (nurturing) for each other. Each month, a meeting was held to share knowledge and teaching experiences. The learning process was ~~carried out~~ conducted by making use of the school facilities, school and environment, ~~and~~ the community environment, ~~and as the~~ learning media. Each day, before entering ~~into~~ the classroom, the students did morning prayer and dhuha prayer in the school yard, as their “morning tasks.” At the end of the semester, each group ~~made~~ put together an environment-based learning portfolio. At the end of the year, a learning bazaar was held, where each class ~~should~~ exhibit their learning results/products to the community ~~and the community attended the~~ at a bazaar in the school yard. This bazaar was ~~held~~ organized in with cooperation between the students and the class associations, and ~~the~~ it showed their best works.

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According to the head of the school committee, the ~~development of the~~ school was ~~done~~ developed by following the ~~ancestral~~ values, namely of mutual cooperation. Mutual cooperation was ~~adopted~~ common in building houses, mosques, schools, bridges, and ~~village~~ roads for the village. ~~It~~ This was what ~~was had been~~ practiced by the village’s people in ~~village in~~ the past. Indeed, ~~t~~They could ~~exist only~~ survive and develop by cooperating with one another. As a result, ~~it was such a~~ this value ~~which was could be~~ adopted at school ~~either in the~~ for aspects of financing, learning, ~~or and school~~ physical development aspects. According to the principal, “We always synergized hopes, desires, programs, and activities with the potency possessed by the village’s of the society.”

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The second ~~area, soft legacy, is something that~~ relates to what people remember (soft legacy). The basic change ~~from was transforming~~ a school that was ~~not taken into~~ account by the ~~dismissed by local~~ people into a school one with a good record of achievement, ~~was not~~ just locally but also nationally, within two school leadership periods. ~~This was indeed and it is~~ an extraordinary achievement. ~~Even~~ The principal ~~even said mentioned~~ that ~~once~~ an institution from the US ~~once~~ made a comparative study ~~to of~~ MIN Tegalasri. ~~This comparative study was, with the~~ intended to know of directly learning about the growth process directly, the school’s development,

and management in this school. At ~~that the~~ time, MIN Tegalasri was one of the practical ~~pilot schools representing examples put forward by~~ the Ministry of Religion ~~that for~~ succeeded ~~inged~~ in ~~reaching-achieving~~ a ~~school~~-cultural change.

~~The A~~ representative of the class association said that the principal always had new and interesting stories to ~~listen to tell~~. Most ~~of the~~ students' -parents ~~or /~~guardians who picked up their children ~~did not directly leave rarely left~~ the school before listening to the principal's newest story. As a result, the principal often ~~spared spent~~ time to ~~approach engage to the crowds of the with~~ student-parents ~~and /~~guardians who were waiting for their children in the school-yard. Taking shelter under the trees ~~in the school yard~~, the principal ~~always often told and informed the development of conveyed~~ ~~information about~~ the school's programs and activities. Such opportunities were always ~~utilized leverage~~ by the principal to share ideas ~~of about~~ development and ~~to tell~~ stories ~~of about~~ the success of the school. ~~In Thanks to~~ such a ~~non-in~~formal ~~activity engagement~~, the ~~student~~-parents ~~and /~~guardians ~~were enthusiastic to listen to and~~ ~~to be were~~ willing to support ~~the~~ ideas that would be implemented by the school.

According to the head of the school committee, the principal ~~was a person who~~ could easily convince others. He ~~stated added~~ that it was ~~for the~~ first time that ~~there was~~ a member of the school committee ~~coming came~~ from another village and area. At ~~that~~ ~~the~~ time, the principal convinced two people ~~to join the school committee~~, -namely Mr. Sunu ~~of, living in~~ Wlingi village, Wlingi sub-district ~~and to be willing to join in become~~ ~~the member of the school committee~~. ~~The other was~~ a businessman from Sidoarjo regency. These ~~two~~ ~~persons people, both~~ from ~~outside of~~ the village, ~~made great contributions~~ according to the school committee, ~~gave great contributions for example,~~ ~~in~~. ~~For example, for~~ each *Eid Adha*, they contributed cows and sheeps for the *Qqurban* at school, ~~so~~. ~~Thus, that~~ each year ~~at Eid Adha~~, the school always held ~~a the~~ routine activity of *Qqurban* in the school-yard ~~with the assist~~ ~~anceed of by~~ the school committee and the class association ~~in the Ied Adha~~.

According to the teachers, the principal was an effective leader in implementing ~~the~~ programs and activities. All ideas, plans, and school activities ~~were~~ based on the results of work meetings held at the beginning of the year, ~~so they~~ could be fulfilled in the academic year. The principal's work effectiveness and leadership ~~was played~~ an

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important ~~instrument role~~ in ~~changing and~~ transforming ~~the a substandard~~ village school into ~~a school which one that~~ was ~~taken into account~~ well-regarded at the national level. ~~Each-Every~~ idea was communicated and carried out together with all ~~the~~ concerned parties. ~~A, and~~ almost all school programs and activities involved the community and other third parties. ~~The involved, although the precise~~ parties ~~were always different~~ involved could differ between one program and ~~the-an~~ other. The school culture became lively and dynamic, with ~~and~~ all teachers and ~~other~~ stakeholders also competing to deliver-come up with original ideas in-for developing the school so that it would be into an even better one.

The principal's effectiveness in transforming the school ~~into a better one~~ was also recognized by the local officers and the Ministry of Religion in Blitar Regency. ~~As stated by the~~ The public information chief of ~~the section of the public information of~~ the Ministry of Religion ~~of-for~~ Blitar Regency once said that, the principal of MIN Tegalsari was the best asset once possessed by the ministry of Religion of Blitar in the regency. He could work in a disciplined manner and, embrace and involve all people, and he also had an-the ability to lobby-convince others to support the school's programs and activities. His programs and activities also did not only-just depend on ~~the budget subsidies grants~~ from the Ministry of Religion, ~~but even~~ he could-also looked for support ts from ~~the~~ third parties. Besides being an effective communicator, he was also had-very efficient attitudes and actions in making decisions and implementing them. ~~The-His~~ abilities made him-able allowed him to implement the school's programs and activities effectively and efficiently. The research results are presented in a simple way in Table 1.

Table 1.

Findings of the Research Results

Indicator	Sub-indicator
Hard legacy	<u>Changing-Transforming</u> into a superior school
Soft legacy	1. Collaboration <u>on</u> /mutual

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cooperation

2. ~~Trans-~~
eTransformationalffective
leadership
3. Effective communicationioner

Source: Research of, Kholis *et al.*, 2020

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Discussion

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The school legacy ~~which that~~ was much discussed in the 1990s in the US ~~was was~~ related to instructional leadership. ~~The One~~ study ~~was~~ focused on the effects of leadership on the effectiveness of the learning process at school (Hallinger & Heck, 2010).¹⁸ ~~Indeed, l~~earning is the main aspect to consider when ~~change~~ developing a mediocre school into a ~~superior~~ an excellent one. ~~Hence, each~~ Any principal should therefore focus his or her attention ~~to on~~ effective learning policies to realize ~~the~~ learning goals in line with ~~that accord with~~ the competencies expected by the school and its stakeholders. For example, MIN Tegalasri, Blitar Regency developed an Adiwiyata green school. ~~At last this school, which~~ won the national championship. ~~On the basis of~~ Based on previous research results, this achievement ~~was actually affected~~ can be said to have been influenced by ~~the~~ effective instructional leadership (Munardji, Kholis, & Mufidah, 2020).¹⁹ ~~Indeed, t~~The principal was the main-major factor in determining the direction of ~~the~~ learning policy in accordance with the principal-his leadership vision.

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A principal with a strong vision, effective communication skills, and ~~entrepreneurship-organizational~~ competence will often be able to ~~make-realize~~ rapid changes (Hörnqvist & Leffler, 2014).²⁰ ~~The-Indeed, the above~~ three factors may make

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¹⁸ Hallinger, P., & Heck, R. H. (2010). Leadership for learning: Does collaborative leadership make a difference in school improvement?. *Educational management administration & leadership*, 38(6), 654-678.

¹⁹ Munardji, Kholis, N., & Mufidah, N. (2020). Community Multicultural Integration Pattern in Environment Based Learning. *International Journal of Instruction*, 13 (1), pp. 101-124.

²⁰ Hörnqvist, M.-L. and Leffler, E. (2014), "Fostering an entrepreneurial attitude—challenging in principal leadership", *Education + Training*, Vol. 56 No. 6, pp. 551-561.

~~an effective~~enable a principal ~~reach to achieve~~ his school's goals, ~~or so~~ he ~~or she is~~ more properly~~may be accurately~~ called ~~as~~ an effective principal. Effective principals ~~are those who~~ can make changes and transform their schools into better ones, ~~either both~~ in terms of learning ~~or and~~ school culture. ~~School changes are much~~However, this progress is also ~~determined~~influenced by ~~school~~internal and external factors, ~~especially~~ and a school principal ~~needs to show~~ leadership, ~~either instructional or transformational leadership to overcome these barriers~~ (Hallinger, 2003).²⁴ Some previous ~~researches~~ studies have found that a principal is ~~a the~~ dominant factor in making changes and ~~moving~~coordinating all school stakeholders (Kholis, Zamroni, & Sumarno, 2014).²² As a result, in order ~~that for~~ a principal ~~has to leave a~~ memorable legacy ~~that~~ serves~~ing~~ as good practices for ~~the next~~subsequent generations, he ~~or she~~ needs to have a vision and ~~the ability~~ies to communicate ~~it~~ to all school stakeholders.

The ~~principal~~main hard legacy ~~at in~~ MIN Tegalsari is ~~that he~~how the principal could ~~change the~~transform a school ~~from a school that was not taken into account~~that was disregarded by ~~the local~~ people into a ~~high-quality~~ school~~one~~. These changes ~~occurred~~ through a systematic and measurable process starting~~ing~~ ~~from with~~ the school's internal culture and ~~a stakeholders'~~participatory culture ~~that encouraged~~ ~~s even the~~ members of the school stakeholders ~~coming from out of the~~in the local village. The changes were not realized instantly, ~~of course, because~~but they ~~were had to go~~ through ~~the a~~ process ~~from of~~ establishing ~~the a~~ core team ~~of the~~for implementing school changes ~~and~~; communicating ~~the efforts~~ to all ~~members~~stakeholders ~~in of~~ the surrounding community, ~~the student~~including the parents ~~and~~ /guardians ~~of students~~; and other school stakeholders. Thus, ~~thee~~ school's management ~~was~~ changed ~~totally~~entirely, the school culture was modified ~~as a whole~~dramatically, and a ~~culture of~~ community participation ~~was established~~ culture at the stages of ~~the process of~~planning, coordinating, implementing, and evaluating~~ing~~ ~~on of~~ the school's programs ~~was developed~~and activities.

²⁴ Hallinger, P. (2003). Leading educational change: Reflections on the practice of instructional and transformational leadership. *Cambridge Journal of education*, 33(3), 329-352.

²² Kholis, N., Zamroni, Z., & Sumarno, S. (2014). Mutu sekolah dan budaya partisipasi stakeholders. *Jurnal pembangunan pendidikan: fondasi dan aplikasi*, 2(2), 130-142.

The principal leadership legacy at MIN Tegalsari, Blitar, Indonesia can be grouped into two aspects, namely positive and negative legacies. A pPositive school legacy can usually be used serve as a learning model that can be continuously developed by the school from one generation to the next. A-This way, a school with a positive legacy and being able to can continue developing itself it will become a school and its culture that may make it develop well and superior in ever better ways. Moreover, a leader who is successful in developing a good institutional culture well is caused by the fact that it is influenced by often has a strong character (Levy, 2020) of its leader.²³ Therefore S, it needs synergistic efforts are therefore needed to strengthen the driving characters of the school leaders, and this is an urgent matter for. Strengthening principals leadership character becomes urgent. For example, tThe government can could cooperate with educational consulting agencies or the appointed other institutions to implement the programs of for strengthening the driving leadership characteristics of for principals.

A driving school leadership principal with a strong character is those who are willing to delegate authority ies their to the vice principals and teachers in line with the needs of the school's programs. It is one of the This is something matters that causes contributed to thea significant change transformation of MIN Tegalsari into a superior school, because that distributing theed authority ies for implementing school programs may reduce negative can diminish the impacts loss that is experienced when the change of thea principal occurs leaves and is replaced (Hargreaves & Fink, 2006).²⁴ Getting a school used to the habit of collective leadership at school will be beneficial as in the process of regeneration, assure the continuation permanence of the school's program legacy, and generate productive social capital. The three benefits from the of collective leadership at last may contribute to ultimately improve a school's effectiveness, either in the in terms of school management aspect, learning, and the relationship with the surrounding community. The A study conducted by Nappi (2014) found that

²³ Levy, E. J. (2020). Legacy work: three strategies of adversarial meaning-making of historical characters. *American Journal of Cultural Sociology*, 1-37.

²⁴ Hargreaves, A., & Fink, D. (2006). *Sustainable leadership*. San Francisco, CA: Jossey-Bass.

distributed school leadership authorities may result in two things simultaneously namely school improve the social capital and effectiveness of a school.²⁵

The attainment of a policy, program, or leadership activity will always be remembered by people as either a good or bad leadership legacy. A good leadership achievements will be recalled mean a principal is remembered as an effective leader who has given contributions to the institution. Indeed, the principal leadership at MIN Tegalasri, Blitar Regency is remembered well by the community members, the student parents and guardians of students, and other school stakeholders as a leader who effectively improved the school into a superior school dramatically.

Based on the research results, the school stakeholders there are recalled three main things things recalled by the school stakeholders from about the principal, namely that he was a collaborative leader, an effective leader, and an excellent communicator. These three characteristics of this principal leadership become special that disembogues in the driving are what made him special as a leader. He succeeded in driving leveraging all the school's elements assets to reach attain his policy namely goal of developing a superior school.

An Effective leadership contributes to the increase of the school superiority directly and indirectly to through the quality and the success of learning at school (Hallinger & Heck, 2010).²⁶ Indeed, Learning quality may can be reached improved if the school following conditions shows the followings are met: i) the academic atmosphere grows develops well; ii) the facilities and infrastructures are enough adequate; and iii) and there is participation from all members of the school stakeholders- (Hipp, 1996) develops,²⁷ and it is also strengthened This is supported by

²⁵ Nappi, J. S. (2014). The teacher leader: Improving schools by building social capital through shared leadership. *Delta Kappa Gamma Bulletin*, 80(4), 29-34.

²⁶ Hallinger, P., & Heck, R. H. (2010). Leadership for learning: Does collaborative leadership make a difference in school improvement?. *Educational management administration & leadership*, 38(6), 654-678.

²⁷ Hipp, K. A. (1996). Teacher Efficacy: Influence of Principal Leadership Behavior. 1-37

the research ~~results findings of from~~ Li et al. (2016).²⁸ A school's (physical and social) environments ~~may can also be utilized or synergized into~~ leveraged in the learning process, ~~for example, it is made as a~~ such as through laboratory sessions or learning media. Such learning adopts a contextual learning model ~~where, the~~ students get direct experiences ~~besides getting in addition to~~ theoretical knowledge. It is also suggested that good learning combines various activities that enable interactions between ~~the~~ students and ~~and the~~ teachers, independent activities, and interactions among students.

An effective principal leadership ~~is the~~ manifests in a principal possessing with a vision ~~in for~~ managing a school ~~for the and improving~~ learning effectiveness and efficiency (Tarim, 2015).²⁹ Teachers ~~function as are the implementors~~ implementers of ~~the a~~ principal's learning policies, however, ~~so,~~ teachers' involvement in developing ~~learning these~~ policies is a necessity essential; therefore, ~~the~~ a principal therefore needs to develop a framework of collaborative leadership with his vice principals and teachers. Moreover, ~~the~~ teachers are ~~the~~ leaders in their classrooms, ~~so~~ they should be given ~~the~~ discretions ~~in making to pursue~~ their own innovations and ~~creativities~~ in dynamics and various diverse class situations. It is also the case for a similar principle applies to the vice principals. They should be given opportunities to plan and implement their ~~authorities own~~ responsibilities. According ~~a research result to one study,~~ collaborative leadership ~~may can~~ improve the efficiency of ~~the a~~ school's programs (Hallinger & Heck, 2011) attainment.³⁰ A good school atmosphere ~~then may can also~~ improve encourage the participation ~~(mutual cooperation) among of~~ all school stakeholders (Bandur, 2012).³¹ In turn, the participation ~~School stakeholders participation, from the of~~ vice principals, teachers, students, ~~student and their~~ parents or guardians, ~~the~~ school committee, and ~~the to~~ local community ~~becomes acts as a~~ keystone in key of the transformation ~~process into a superior school.~~

²⁸ Li, L., Hallinger, P., & Ko, J. (2016). Principal leadership and school capacity effects on teacher learning in Hong Kong. *International Journal of Educational Management*, Vol. 30 No. 1, 76-100.

²⁹ Tarim, W. I. (2015). Visionary Leadership in the Process of Change in Effective Schools: A Multicase Study in Three Primary Schools. *Journal of Science and Research*, 6(8), 129-137.

³⁰ Hallinger, P., & Heck, R. H. (2011). Collaborative leadership and school improvement: Understanding the impact on school capacity and student learning. In *International handbook of leadership for learning* (pp. 469-485). Springer, Dordrecht.

³¹ Bandur, A. (2012). School-based management developments and partnership: Evidence from Indonesia. *International Journal of Educational Development*, 32 (2), 316-328.

A transformational leader ~~is able to become~~ acts as a role model, a source of inspiration, an effective director/manager, a strong motivator, and a solver of all the problems that the an institution encounters (Bandur, 2012).³² He ~~has~~ or she demonstrates creativity and innovation ~~power to reach~~ achieve a success for the institution's programs and activities ~~of the institution~~. Moreover, a transformational leader inspires ~~each~~ every individual in an organization to work more effectively and efficiently. (Hurduzeu, 2015).³³ ~~The In~~ addition, achieving ~~engagement of the~~ institutional goals ~~for a transformational leadership~~ also means improving the welfare each involved of every individual ~~welfare~~. Programs and activities that are developed and expected to achieve ~~be successful~~ should be coordinated ~~with~~ among all ~~member on the basis of the~~ stakeholders and follow a schedule ~~which that~~ has been participatory determined through cooperation. ~~And, what is also~~ Moreover, it is important ~~for~~ that a leader ~~should give~~ to delegate broad authority ~~ies~~ in accordance with the work scope of each element ~~of in~~ the institution.

The ~~change into~~ process of becoming a superior school ~~would~~ will be more quickly felt by ~~the~~ school stakeholders if it is reached in ~~when it is completed within~~ a certain leadership period. ~~Consequently, what is effective is the change of a school into a better and meaningful one.~~ A previous study found that a school led by a professional principal ~~may~~ could change ~~the school effectively~~ dramatically, he and this principal would be remembered ~~that he has inherited~~ as leaving a spectacular and long-lasting ~~school~~ legacy (Botha, 2004).³⁴ ~~Such a change is led by a~~ Such principals ~~that generally~~ possesses good personal capacity, a sense of trust, and values. ~~What is more, a~~ A school is developed with ~~the a~~ focus on ~~the~~ improvement the of the educational personnels and education staffs professional capacity of teachers (Wang, Gurr, & Drysdale, 2016).³⁵ Hence, efforts to improve the capacity of ~~the a~~ school's manager/principal, the establishment of a collaborative leadership model, and ~~to widen~~ the securing of supports

³² Kouzes, J. M., & Posner, B. Z. (2004). Follower-Oriented Leadership. *Encyclopedia of Leadership*, J.M. Burns, G.R. Goethas, & G. J. Sorenson (eds.), Great Barrington, MA: Berkshire Publishing, 494-499

³³ Hurduzeu, R. E. (2015). The impact of leadership on organizational performance. *SEA-Practical Application of Science*, 3(07), 289-293.

³⁴ Botha, R. J. (2004). Excellence in leadership: demands on the professional school principal. *South African journal of education*, 24(3), 239-243.

³⁵ Wang, L.H., Gurr, D. and Drysdale, L. (2016), "Successful school leadership: case studies of four Singapore primary schools", *Journal of Educational Administration*, Vol. 54 No. 3.

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from all school stakeholders can contribute to the change into a superior improving the quality of a school effectively.

Supports from internal and external school stakeholders will increase if when they have knowledge know, comprehension understand, and positive responses respond favorably to the a school's a programs and activities. (Ajzen & Fishbein, 1977), which requires ³⁶ As a result, it needs a principal with effective communication competence skills. This present research study found that the principal was an effective communicator, so such that the teachers, student guardians and parents of students, class associations, and the school committee were willing to support the school's programs, even they. They were even willing to accept listen to the principal's stories every day while they were fetching when they collected their children. The emotional closeness between the principal and the students' parents and guardians improved enhanced their trust to in the school's programs and activities. The stakeholders trust to the leader facilitated, which in turn helped him to campaign secure support the for further programs and activities to be supported by them.

A principal Effective communication from a principal is correlated with the improvement of a creating a good school climate and achieving the achievement of the learning goals (Halawah, 2005).³⁷ Indeed, at in each stage of developing ment and the dynamics of the school programs and activities, an effective communication is needed, including as well as an the ability to recognize the characteristics of the school stakeholders so that thy may be and what may trigger them into becoming involved voluntarily (Husain, 2013).³⁸ Each member of stakeholders in an organization will have his or her own has a variety of expectations, goals, motivations, and characters in organization. The knowledge and, and being sensitivity to this variety makes allows at the principal able to adjust to accommodate them for them in a way that will achievement of the school's objectives programs. School stakeholders' involvement in each school program and activity, including the learning due the communication and

³⁶ Ajzen, I., & Fishbein, M. (1977). Attitude-behavior relations: A theoretical analysis and review of empirical research. *Psychological bulletin*, 84 (5), 888.

³⁷ Halawah, I. (2005). The relationship between effective communication of high school principal and school climate. *Education*, 126(2), 335-345.

³⁸ Husain, Z. (2013). Effective communication brings successful organizational change. *The Business & Management Review*, 3(2), 43-50.

~~interactions factors between the school party and the stakeholders~~It is therefore important to involve all stakeholders in school processes.³⁹ ~~Therefore, an~~so effective communication ~~skill is a great need~~is a must-have skill for ~~each every~~ principal.

Conclusion

Firstly, MIN Tegalasri has ~~changed-transformed~~ into a superior school. ~~The superiority of this school is, and this has been~~ marked by ~~the~~ changes in the school culture ~~in terms of among others~~—more transparent and accountable school management, environment-based and ~~fun-enjoyable~~ learning, and ~~improvement-of-better~~ support ~~and~~ /participation from school stakeholders. Secondly, the school's soft legacy ~~is manifests in terms of~~ collaborative (~~mutual-cooperation~~) leadership, ~~transformativ-effective~~ leadership, and effective communication~~er~~. Third, this leadership model is the main ~~aspect-thing~~ that is remembered by stake-holders, ~~because it -and is meant as an important factor-of-played an important role in~~ the school's ~~change,transformation~~ from a ~~mediocren-unaccounted-for~~ school into a superior ~~schoolone~~. The principal is considered to ~~have been~~ an effective leader ~~in sueceeding in reach a superior-elevating the school's program-status~~ by ~~transforming himself into an effective principal~~demonstrating his own qualities. Hence, the ~~abovementioned~~ three factors of leadership ~~may be meant as the~~could be regarded as a basis ~~of-for change to become a superior~~improving a school's quality.

The ~~research subject is~~ school stakeholders and ~~the~~ local community ~~which is various~~were viewed from religious, cultural, and economic ~~level~~ aspects. ~~The-Taking account of~~ community concerns and ~~seeking~~ mutual cooperation ~~in-assisting~~help the principal ~~in-to~~ developing a ~~superior-better~~ school, ~~becomes-the~~and this is a good example of best practices for ~~school-educational~~ practitioners ~~or-academicians~~and scholars. ~~Theoretically~~In theory, religious and social values ~~become-can~~ act as the basis for developing ~~the-community~~a spirit of mutual cooperation (~~collaboration~~) spirit in ~~the community, and this can be leveraged to~~ developing a superior/improve a school. ~~They have~~Indeed, stakeholders ~~may~~ contributed ~~in-the-thoughts~~their ideas, time, energy, and

³⁹—Graham Clay, S. (2005). Communicating with parents: Strategies for teachers. *School Community Journal*, 15(1), 117-129.

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fund-~~ing aspects~~. However, this present ~~research-study~~ has not fully ~~portrayed~~ ~~established~~ whether a community's diversity ~~becomes-ais really a~~ determinant for the development of a ~~culture of~~ mutual cooperation ~~culture~~ or vice versa, ~~which then may be transformed into a smaller scope namely school~~. Moreover, this research has ~~also~~ not ~~also described-determined~~ whether the values of each ~~community~~-religion ~~becomes-act~~ as a ~~doctrine-catalyst and whether an activator tofor~~ -mutual cooperation ~~help-among~~ fellow human beings. The success ~~gained-enjoyed~~ by a principal in ~~eneouraging~~ ~~securing support from~~ school stakeholders is ~~also~~ not ~~a-determinants~~ simple to determine since conceptually, ~~a-because~~ community involvement ~~is-may also be determined~~ ~~influenced~~ by factors ~~of-like~~ attitudes, behaviors ~~controll-made~~, and ~~also~~ descriptive norms (Poliakoff, Webb, & Thomat, 2007).⁴⁰

This research ~~subject is~~ has been very much dominated by ~~the active-roles of~~ ~~active~~ school stakeholders. ~~This condition causes~~, meaning that the collected data ~~to~~ gives ~~a a-less portrait-limited picture~~ of the ~~full~~ diversity of the school's users. ~~Information Opinions~~ from ~~the studentless active~~ parents/guardians and/or community members ~~who are inactive from social activities~~ should ~~also~~ be ~~listened-to~~ solicited and considered. ~~Therefore, it~~ ~~is urgent~~ would therefore be appropriate for future research to widen the ~~variety of research~~ subjects ~~variety~~. There are also other ~~s~~ Suggestions for ~~the~~ ~~next-further~~ researchers: The ~~F~~first, ~~is that they should~~ a study could examine the motivations of the community ~~in~~ mutually cooperating ~~on in assisting to improve a public institution in village~~. The ~~s~~Second, ~~is that they should~~ a study could investigate ~~how~~ religious values and ~~faith-beliefs underly~~ ~~underlieing~~ cultures of mutual cooperation ~~cultures~~. The ~~T~~third, ~~is that they sh~~ future researchers could ~~research-investigate the~~ ~~community~~ religious and cultural doctrines ~~so that the~~ ~~where~~ a community lives harmoniously in diversity, so that ~~they-such practices~~ may be adopted ~~by-in~~ other communities. The ~~F~~fourth, ~~is that they should~~ a study could examine whether ~~the~~ ~~qualities of an~~ effective principals are innate ~~factors~~ or the results of education and training. A quantitative approach should also be ~~conducted-considered~~ to complement the shortage of ~~the~~ existing data, so that a theory of cultural development ~~of-afor~~

⁴⁰ ~~Poliakoff, E., & Webb, Thomat. L. (2007). What factors predict scientists' intentions to participate in public engagement of science activities. Science communication, vol. 29 Issue 2.~~

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~~superior-excellent~~ schools in various settings ~~may be found~~can be built. Moreover, a mixed-~~methods~~ research approach ~~may be adopted so that a~~may provide more comprehensive data ~~may be used~~.

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Statement of Editing:

The Legacy of a School: Developing Better Schools Based on Mutual Cooperation by Nur
kholis

To whom it may concern,

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Yours faithfully,



November 17, 2021

Jim Newall

Founder and Editor

Quill Editing & Content

The Legacy of a School: Developing Better Schools Based on Mutual Cooperation

Nur Kholis

Abstract

This research aimed to analyze (1) how hard legacy was used to develop a school—namely MIN (Madasah Ibtidaiyah Negeri) Tegalsari, Wlingi sub-district, Blitar Regency—and (2) how soft legacy was applied at the same school. The research took a qualitative approach with a case study design. It was conducted at a madrasa, namely MIN Tegalsari in Blitar Regency, between January and June in 2020. The research was concerned with school programs and activities and the impressions of the school's stakeholders about them. In-depth interviews, observations, and documentation were used for data collection. What is more, the data's validity was checked for credibility, transferability, dependability, and confirmability. The data were then integratively analyzed through data presentation, data reduction, and the drawing of tentative conclusions. The results revealed firstly that the school's legacy has resulted from a transformation from a school that was not well-regarded by the community into an excellent school. The dramatic improvement in this school was marked by changes in its culture in terms of transparent and accountable school management, environment-based and enjoyable learning, and increased support and participation from various school stakeholders. In addition, the school also has a soft legacy that manifested in three aspects, namely a collaborative leadership structure, transformational leadership, and effective communication.

Keywords: management, accountability, legacy, stakeholder.

Introduction

During the 1960s, an argument that emerged from Coleman's (1968) research was that a school's approach cannot be grafted onto another school, so it is impossible for a school to imitate to another school that it considers to be better. Others, meanwhile, have assumed that the success of a school may be emulated (i.e., grafted) in other schools. As a result, comparative studies have been recommended to learn the best practices of certain schools, and even now, comparative studies from elementary to tertiary levels have been undertaken (Mutongoza, Olawale & Mzilikazi, 2021). However, such activities cannot automatically translate the best practices of one school to other schools. Indeed, many factors contribute to why a school may be more effective and efficient than others (Budiharso & Tarman, 2020).

The quality of a school, among other things, is determined by its culture. The stronger this is the better, so a superior academic culture in a school contributes to how effective the school will be (Hargreaves, 1995). The academic culture of a school is defined by the extent to which all members of the school community develop competitive attitudes,

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spirits, and behaviors (Adebayo, 2013). Good schools always develop a good culture, both internally and externally. Previous studies conducted by Purkey and Smith (1983) and Murphy (1983) found that leadership plays a key role in developing the school culture. Indeed, a clear and measurable vision is needed for a principal to lead all a school's stakeholders in delivering the shared goal of academic excellence. Thus, a clear vision, a detailed mission plan, comprehensive aims, and thorough programs can enhance work spirit.

There are many determinants of a good school culture, including, among other things, the various physical inputs (e.g., the characters of students and teachers, library and classroom facilities, etc.), the socioeconomic composition of teachers and students, the morals among school community members, teachers' aspirations for their students, and students' interest in learning (Coleman, 1975). What is more, it is also important to communicate the school's programs and activities to concerned external parties. In this era of technology, there are many ways (e.g., social media) to promote a school's programs and activities. The principal who participated in this research made use of social media and social networking to improve the participation of relevant school stakeholders. School-based social media is therefore a matter of urgency for school management to develop a good school culture (Solikhah & Budiharso, 2020).

Each school principal leaves a legacy that is inherited by his or her successor, and this may be used to assist in managing the school. The achievements of a principal's ideas and programs may be referred to as political legacy, which can be defined as impacts of leadership that continue to be felt by subsequent school principals. Such political legacy usually manifests when a principal retires or moves to another school. In such cases, the principal's achievements in both academic and non-academic aspects continue to be felt, to some extent, even after he or she leaves the school. In political sciences, a principal's legacy may be distinguished into two forms, namely *hard legacy* and *soft legacy* (Fong, Malhotra, & Margalit, 2017).

Fong, Malhotra, and Margalit (2017) adopted this theory in their political study aimed at portraying the leadership of the President of the United States. Their research theoretically divided political legacy into two types, which we used to analyze leadership at school. Hard legacy is a leader's concrete work. For a governing official, hard legacy is policy achievement, such as a measurable public policy. Soft legacy,

meanwhile, reflects the wider public memory of a leading figure. Soft legacy is inevitably influenced by hard legacy, however, because a leader will rarely be remembered well by the public if he or she never made any concrete achievements. In contrast, a leader will be remembered and regarded well by the public if he or she did some good work that improved people's quality of life or an institution's quality.

Each principal should perform duties with awareness of the current conditions while aiming to realize measurable changes in future. This awareness is created by reflecting on the problems encountered (internally and externally), the school's academic culture, and the expectations of school stakeholders that have yet to be realized. With such an awareness, principals can create a vision that will be realized within the period of their leadership. For a leader, this vision is not merely a piece of paper pinned to the board but rather an inherent drive that stimulates leadership and progress in the form of programs and concrete activities. These are then promoted to develop relationships with stakeholders, so they will help realize the vision.

Previous studies of school legacy have been mainly conducted in the field of education politics, such as segregation schools (Horsford, 2010; Reece & O'Connell, 2016; Lemon & Battersby-Lennard, 2009; Bell, 1977; Saporito & Sohoni, 2006). Other researchers, meanwhile, have focused on school legacy for improving learning quality and cooperation among all school stakeholders (e.g., Raudenbush, 2009; Orr & Goodman, 2010; Cummins, 2015). A school's effectiveness is determined by two main factors, namely learning quality and the effectiveness of the principal's leadership in developing the school to reach its quality goals. This topic was explored by Cheng (1994) to find the best model for creating a superior school. This present study, meanwhile, intended to explore leadership effectiveness for realizing a superior school culture.

Knowledge about a school's hard legacy could potentially assist practitioners and academics in formulating specifications for superior schools and models to realize them. A detailed explanation of the various superiority specifications will help other principals to replicate successes and develop schools in line with the desires of the school's stakeholders. Knowledge about a school's soft legacy, meanwhile, may be used as a reference for identifying other determinants of a superior school. Indeed, these two

aspects of a school's legacy may ultimately be used to develop a theory for achieving a superior school culture (Estelles, Romeo & Amo, 2021).

The results of this research are expected to lead to a description for how a school's legacy can be effective in achieving improvements. Moreover, this could lead to a detailed map for cooperation-based school development. Indeed, the community's involvement in developing a school depends upon the principal's leadership characteristics, because an ambitious, driven principal will encourage the local community to become actively involved in the process of improvement. What is more, a culture of mutual cooperation that is passed from one generation to the next may be useful in developing a school. As a result, the principal should know and understand the values, norms, and socio-religious culture of the local community. When a school is transparently managed and includes the community based on its cultural values and beliefs, it will help the principal to engage the community in actively developing a good school (Yamauchi & Purcell, 2009).

Research Questions

More specifically, this research focused on two matters:

- 1) How is the hard legacy used to develop MIN Tegalsari, Wlingi sub-district, Blitar regency?
- 2) How is the soft legacy applied to develop MIN Tegalsari, Wlingi sub-district, Blitar regency?

Methods

Design

A qualitative approach was chosen for this research based on the following reasons: (1) the setting was natural, 2) the examined case occurred some years ago, namely during Saiful's tenure as principal from 2000 to 2010, and 3) MIN Tegalsari developed well in this period in terms of the number of students, community participation, and changes in the school culture. Whereas the adopted approach was phenomenological (Husserl, 2001), it was also based on some other considerations: 1) the data to be gathered dealt with knowledge, points of view, awareness, and subjective interpretations of the social dynamics of the internal-external school environment; 2) the subjective interpretations of the principal's most impressive achievements in developing a good school culture;

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Husserl, E. (2001). *Phenomenology and the foundations of the sciences* (Vol. 1, No. 3). Springer Science & Business Media.

and 3) the subject's experience of dealing with the phenomena of developing a school, both the negative and positive aspects.

Research Time and Location

This research was conducted at MIN Tegalsari, Wlingi sub-district, Blitar Regency, Indonesia and ran from January to June in 2020. MIN Tegalsari was previously a madrasa (Islamic school) that had been independently established by Islamic figures in the village. It originally did not have any school buildings, with the students studying in three homes of local residents. All the residents in Tegalsari—both Muslims and non-Muslims, such as Hindus, Buddhists, and Christians—worked together to establish the madrasa. At the beginning, seven students were non-Muslims. Solidarity, harmony, and a culture of mutual cooperation in social activities were therefore well maintained in the community despite people following different religions.

Mutual cooperation and assistance among the people of different religions has continued for a long time. While the research was being conducted, the researchers observed non-Muslims giving snacks to the workers building a mosque in the madrasa. This cooperative culture among the community is important social capital for the process of building the cooperation needed to develop a superior school, because such cooperation does not only reflect among the citizens but also between these citizens and their social institutions. For instance, a culture of cooperation in the community can be transferred to building and operating schools, mosques, churches, temples, and other public facilities. For the people of Tegalsari, their attitudes have passed through the religious space, but the common good in the wider social space supersedes the narrow religious one.

Participants

The objects of research for this study were as follows: 1) elements of the programs and activities in school that had the greatest, most long-lasting impressions and were key to changing the school; and 2) the programs and activities that the school stakeholders deeply understood and were greatly impressed by. To obtain data for the research objects mentioned above, the subjects chosen for this research were all internal and external stakeholders of the school that were involved at the time, including the

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- 1) Jumlahnya partisipan ada 12 orang.
- 2) Siapa saja meliputi: kepala sekolah, 3 orang wakil kepala sekolah, 3 orang wali murid/orang tua siswa, 3 orang guru, dan 2 orang komite sekolah
- 3) jenis kelaminnya: 5 perempuan 7 laki-laki
- 4) mengapa dipilih: a) kepala sekolah berfungsi menumbuhkan, mengembangkan dan menggerakkan untuk terjadinya perubahan sesuai visi misi sekolah; b) Wakil kepala sekolah bidang kurikulum dan pengajaran berfungsi menyusun jadwal pelajaran, koordinator implementasi kurikulum, dan pengawas pengajaran guru (internal); wakil kepala sekolah bidang administrasi dan keuangan berfungsi merencanakan anggaran, koordinator dan pengawas penggunaan anggaran; wakil kepala sekolah bidang kesiswaan dan kerjasama berfungsi menumbuhkan dan mengembangkan bakat minat siswa dan pengembangan kerjasama internal-eksternal sekolah; c) wali murid terpilih tiga orang memberikan informasi tentang dinamika perkembangan sekolah, baik aspek soft legacy dan soft legacy; d) guru terpilih tiga orang berfungsi implementer kebijakan dan pengembangan program pengajaran bermutu sekaligus memberikan informasi tentang perkembangan sekolah, aspek hard dan soft legacy; e) dua orang anggota komite sekolah selalu terlibat dalam proses perencanaan, koordinasi, pelaksanaan dan evaluasi program dan kegiatan pengembangan sekolah.
- 5) Teknik yang dipilih dalam penggalan data adalah wawancara mendalam untuk mengungkap; gambaran, pemaknaan, dan interpretasi dinamika pertumbuhan dan pengembangan sekolah, baik pada aspek hard and soft legacy.

principal, the vice principals, the teachers, the students, the members of the school committee, the members of the class association, and representatives of the local community.

Data-Collection Techniques

The data were collected using three techniques, namely in-depth interviews, observations, and documentation. The in-depth interviews were the main means for data collection. If concepts arose in the in-depth interviews that could not be fully understood, observations were made and/or documentation—such as in the form of pictures, photos, and videos—was examined. In-depth interviews started with the key informant, namely the principal, and this gave a general picture of the dynamics of developing the school from its previous state. Observations and documentation techniques were also adopted to completely and concretely understand any concepts that could not be grasped orally. Indeed, it is necessary to gain a detailed, deep comprehension, especially for unique concepts, hence why the observations and documentation were needed.

The data were collected through various stages: First, an exploration was made. The second stage then went into more depth, before the third stage identified patterns. The exploration stage involved the principal and the vice principal for the curriculum and learning affairs. Following this exploration, in-depth interviews were conducted to learn about the technical aspects of implementing the programs and activities, and these interviews involved the teachers, members of the school committee and the class association, and representatives of the local community. During the interviews, the researchers did not bring any interview materials because they had memorized in detail the objects and indicators they wished to investigate. The researchers were therefore more free to act naturally during interviews. The final stage was to identify patterns through the process of data collection, selection, and reduction.

Deep Interview

Wawancara mendalam merupakan teknik utama dalam penggalan data pada penelitian ini. Semua responden diwawancarai beberapa kali pada setiap indikator fokus penelitian, tujuannya adalah untuk mendapatkan data yang valid dan realible. Selain

itu, setiap data yang diperoleh dari satu responden dikroscek dengan data yang diperoleh dari responden lainnya. Responden diminta untuk menyampaikan pemaknaan, deskripsi, dan analisisnya terhadap *soft legacy* dan *hard legacy* pengembangan sekolah bermutu. Wawancara mendalam dilakukan melalui dua model; Pertama, wawancara mendalam tatap muka secara langsung. Peneliti bertemu dan melakukan wawancara mendalam dan intensif. Kedua, wawancara mendalam secara tidak langsung tatap muka. Wawancara mendalam juga dilakukan secara tidak langsung, tetapi menggunakan media telepon, video call, atau whatshap, cara demikian pernah dilakukan oleh Opdenakker (2006).

Observation

Document analysis

Trustworthiness of Data

The collected data in this study needed to fulfill four criteria, namely credibility, transferability, dependability, and confirmability. First, credibility requires that all research participants fully know the entire situation. Consequently, the researchers engaged with the participants for a relatively long time and tried to confirm the data and the results of the analysis with other participants (i.e., peer checking). Second, to ensure transferability, the researchers tried to present data and analyses in a way that enabled the readers, participants, and other parties to gain knowledge through clear descriptions of the context and the research results.

Third, for dependability, the consistency of the findings and data analyses is key if it is to be studied by other parties. Other researchers should be able to obtain the same data and analysis results if they were to examine the same object using the same methods used in this present research. As such, the researchers performed a structured data analysis and interpreted the research results well, so that other researchers would be able to yield the same or similar research findings and conclusions. As a result, the researchers tested the obtained data using stability, consistency, and equivalence standards. Finally, for confirmability, the researchers attempted to reveal and analyze

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Opdenakker, R. (2006, September). Advantages and disadvantages of four interview techniques in qualitative research. In *Forum qualitative sozialforschung/forum: Qualitative social research* (Vol. 7, No. 4).

the data transparently, so that other parties (e.g., researchers, participants) could agree with all the research results.

Data Analysis

Please explicitly define what techniques of analysis you used. In the your design you did not mention the expert. Neither in this section you mention theory you followed. Please detail here

The data analysis went through a continuous process from data display data, data reduction, and drawing tentative conclusions. These three stages are carried out continuously until a final conclusion is reached (Miles and Huberman, 1994). The data was presented based on the categories of the research focus, and this was followed with tabulation to facilitate the data categorization. The results of the data presentation were then standardized in line with objective conditions in the field. If any data seemed inappropriate to our needs, they were moved into backup files. The next step was to draw tentative conclusions. The researchers then discussed the results with peers and some informants. If the data were still considered to be incomplete, the researchers collected additional data according to the need, such as by deepening and exploring further. The three steps of the data analysis were repeated until it was deemed valid according to the validity criteria given in the sub-section above. Some firm conclusions were then drawn.

Comment [u5]:

Huberman, A. M., & Miles, M. B. (1994). Data management and analysis methods. In N. K. Denzin & Y. S. Lincoln (Eds.), *Handbook of qualitative research* (pp. 428–444). Sage Publications, Inc.

Results

Hard Legacy to Develop MIN

The first area concerned the concrete achievements of the principal's leadership (i.e., the hard legacy) in the 2000–2010 period. This involved transforming a marginal school that was not well-regarded by the parents and guardians of prospective students into one that drew the interest of many people, even from beyond the village. The principal therefore succeeded in developing it into a superior school. Prior to this, the community referred to the school building as “a goat pen,” since it was unmaintained, dirty, smelly, and certainly not pleasant. This was described by the principal:

- (1) *In the past, when I first entered this school, the condition was unpleasant. The building was unmaintained, dirty, and smelly. Especially in the rainy season,*

there was mud, and the traces of children's playing could be seen on the walls of classrooms. The classrooms were never locked, so sometimes goats entered them at night. In the morning, no one cleaned them, and all the teachers came late, and it was even the principal who should clean them. Most teachers also worked in other places or had jobs besides being teachers, so they came late, and after teaching, they went directly home.

Indeed, according to the principal's reflection, the school's condition was really bad. The principal, together with the vice principal for the curriculum and teaching affairs, had discussions and found solutions for developing attitudes and habits of mutual cooperation at school. The aim of this program was to involve all the school's stakeholders, both internal and external, as stated by the vice principal:

- (2) *The keyword we agreed upon is mutual cooperation. All internal and external school stakeholders were involved in each school program and activity. Through this mutual cooperation, we could make changes in all school aspects. Through this mutual cooperation, we were able to hold workshops, meetings, and visitations with all members of the class association. Because of this mutual cooperation, all programs and activities that had been considered impossible became easy.*

This fundamental change had been brought about by the principal. He presented his ambitious ideas to all the school's stakeholders in a workshop forum about school cultural changes. According to the principal, there were three targets for change agreed through this process of mutual cooperation, namely budget transparency, contextual learning, and synergy between the school and the community. These three targets became the trigger for community involvement with the school for developing a superior school. On the basis of the relevant document, the researchers studied the motto of the principal, namely "Mutual cooperation changes everything." The principal conveyed his vision and programs to anyone, anytime with the expectation that they would want to become involved in them and cooperate in developing a school that the community could be proud of.

The principal always communicated programs and activities in formal forums at school and non-formal ones in the community. A prominent figure, who also served as the head of the school committee, also helped promote the school's programs and activities. This person stated that he thought that the principal and the head of the school committee should possess the same vision and awareness when a school is developed through mutual cooperation, so everything will be developed in the same way. The

involvement of all people from various socioeconomic backgrounds is also vital, so everyone will understand the changes to be carried out. They should also all know about the school's mission, programs, and activities.

Making big changes also needs a big budget, however, and this was a reason for many teachers to be pessimistic. According to the vice principal for administrative and financial affairs, to realize the dream at that time, a workshop involving all teachers, the school committee, and representatives of the students' guardians was held. The principal acted as the facilitator in the workshop, with the agenda being to equate perceptions of the programs, match the budget with the programs, and plan for where the money would come from. The workshop made an important decision in terms of agreeing with changes in the school's programs and culture and supporting the necessary budget independently. The vice principal for the administrative and financial affairs described this in detail:

- (3) *After the workshop forum agreed the programs and activities for school cultural changes, the budget support was decided. For each program and each activity, a matrix was constructed to establish the budget support in terms of money, staff, goods, services, and the budget sources. The budget sources were various: the school, the local community, and/or third parties. The task of the school leader and the committee was to look for financial support from third parties. The forms of support from these third parties were various, such as, among others, money, services, goods, and professional staff. Meanwhile, the financial support from the school came from two sources, namely a grant from the government (the Ministry of Religion) and the student tuition fees.*

All the school's stakeholders accepted that the school's operation needed money. Some funding came from grants and tuition fees, but the school also planned to cooperate with a third party to establish a business, which would make use of the land next to the school, near the road, and be professionally managed. The school's openness to outside parties gave an opportunity to secure the resources needed to support the school's operational costs.

Planning, implementing, and reporting the school's operational budget were all done under the principle of transparency. Planning was undertaken based on the work meeting held at the beginning of the fiscal year, which all internal-external school stakeholders could attend. The budget was adjusted to accommodate the school's programs and activities, including a determination of the source and form of funding for

each activity. According to the vice principal for administrative and financial affairs, before the operational costs were definitive, the detail would be sent to all school stakeholders. In addition, it was displayed on the school board, so it could be view by anyone. At the end of the year, how the budget was used was reported to all concerned parties, such as to the Ministry of Religion, the teacher council, the school committee, and the class association.

The workshop on cultural change also mandated the principal and teacher council to plan and implement contextual learning, where learning activities adopt a student-centered learning approach. Teachers played roles as the planners, implementers, and facilitators to ensure that learning was still relevant to the curriculum and the dynamics of society. In a scientific sense, the school environment and the community were together used as the learning medium. This learning model enabled all teachers, students, parents, and class association members to become involved in supporting and facilitating the learning process. They were very enthusiastic and synergized in working together, so the learning process could be conducted effectively and efficiently. The vice principal for the curriculum and instruction affairs discussed this in detail:

- (4) *The principle used for developing the teaching capacity at school was based on asah (caring for), asih (loving), and asuh (nurturing) each other. Each month, a meeting was held to share knowledge and teaching experiences. The learning process was conducted by making use of the school facilities and environment, the community environment, and learning media. Each day before entering the classroom, the students did morning prayer and dhuha prayer in the school yard as their “morning tasks.” At the end of the semester, each group put together an environment-based learning portfolio. At the end of the year, a learning bazaar was held, where each class could exhibit their learning products to the community at a bazaar in the school yard. This bazaar was organized with cooperation between the students and the class associations, and it showed their best works.*

According to the head of the school committee, the school was developed by following the ancestral value of mutual cooperation. Mutual cooperation was common in building houses, mosques, schools, bridges, and roads for the village. This was what had been practiced by the village’s people in the past. Indeed, they could only survive and develop by cooperating with one another. As a result, this value could be adopted at school for aspects of financing, learning, and physical development. According to the

principal, “We always synergized hopes, desires, programs, and activities with the potency possessed by the village’s society.”

Soft Legacy to Develop MIN

The second area, soft legacy, relates to what people remember. The basic change was transforming a school that was dismissed by local people into one with a good record of achievement, not just locally but also nationally, within two school leadership periods. This was indeed an extraordinary achievement. The principal even mentioned that an institution from the United State of Amerika (USA) once made a comparative study of MIN Tegalasri, with the intention of directly learning about the growth process, the school’s development, and management in this school. At the time, MIN Tegalasri was one of the practical examples put forward by the Ministry of Religion for succeeding in achieving a cultural change.

A representative of the class association said that the principal always had new and interesting stories to tell. Most of the students’ parents or guardians who picked up their children rarely left the school before listening to the principal’s newest story. As a result, the principal often spent time to engage with parents and guardians who were waiting for their children in the schoolyard. Taking shelter under the trees, the principal often conveyed information about the school’s programs and activities. Such opportunities were always leverage by the principal to share ideas about development and tell stories about the success of the school. Thanks to such informal engagement, the parents and guardians were willing to support the ideas that would be implemented by the school.

According to the head of the school committee, the principal could easily convince others. He added that it was the first time that a member of the school committee came from another village and area. At the time, the principal convinced two people to join the school committee, namely Mr. Sunu of Wlingi village, Wlingi sub-district and a businessman from Sidoarjo regency. These two people, both from outside the village, made great contributions according to the school committee. For example, for each *Eid Adha*, they contributed cows and sheep for the *Qurban* at school. Thus, each year at *Eid Adha*, the school always held the routine activity of *Qurban* in the schoolyard with the assistance of the school committee and the class association.

According to the teachers, the principal was an effective leader in implementing programs and activities. All ideas, plans, and school activities were based on the results of work meetings held at the beginning of the year, so they could be fulfilled in the academic year. The principal's work effectiveness and leadership played an important role in transforming a substandard village school into one that was well-regarded at the national level. Every idea was communicated and carried out together with all the concerned parties, and almost all school programs and activities involved the community and other third parties, although the precise parties involved could differ between one program and another. The school culture became lively and dynamic, with all teachers and stakeholders competing to come up with original ideas for developing the school into an even better one.

The principal's effectiveness in transforming the school was also recognized by the local officers and the Ministry of Religion in Blitar Regency. The public information chief of the Ministry of Religion for Blitar Regency once said that the principal of MIN Tegalsari was the best asset possessed by the ministry in the regency. He could work in a disciplined manner and embrace and involve all people, and he also had the ability to convince others to support the school's programs and activities. His programs and activities also did not just depend on grants from the Ministry of Religion—he also looked for support from third parties. Besides being an effective communicator, he was also very efficient in making decisions and implementing them. His abilities allowed him to implement the school's programs and activities effectively and efficiently. The research results are presented in a simple way in Table 1.

Table 1.
Findings of the Research Results

Indicator	Sub-indicator
Hard legacy	Transforming into a superior school
Soft legacy	<ol style="list-style-type: none"> 1. Collaboration/mutual cooperation 2. Transformational leadership 3. Effective communication

Source: Research of Kholis *et al.*, 2020

Discussion

The school legacy that was much discussed in the 1990s in the US was related to instructional leadership. One study focused on the effect of leadership on the effectiveness of the learning process at school (Hallinger & Heck, 2010). Indeed,

learning is the main aspect to consider when developing a mediocre school into an excellent one. Any principal should therefore focus his or her attention on effective learning policies to realize learning goals that accord with the competencies expected by the school and its stakeholders. For example, MIN Tegalsari, Blitar Regency developed an Adiwiyata green school, which won the national championship. Based on previous research results, this achievement can be said to have been influenced by effective instructional leadership (Munardji, Kholis, & Mufidah, 2020). Indeed, the principal was the major factor in determining the direction of learning policy in accordance with his leadership vision.

A principal with a strong vision, effective communication skills, and organizational competence will often be able to realize rapid changes (Hörnqvist & Leffler, 2014). Indeed, the above three factors enable a principal to achieve his school's goals, so he or she may be accurately called an effective principal. Effective principals can make changes and transform their schools into better ones, both in terms of learning and school culture. However, this progress is also influenced by internal and external factors, and a school principal needs to show leadership to overcome these barriers (Hallinger, 2003). Some previous studies have found that a principal is the dominant factor in making changes and coordinating all school stakeholders (Kholis, Zamroni, & Sumarno, 2014). As a result, in order for a principal to leave a memorable legacy that serves as good practice for subsequent generations, he or she needs to have a vision and the ability to communicate it to all school stakeholders.

The main hard legacy at MIN Tegalsari is how the principal could transform a school that was disregarded by local people into a high-quality one. This change occurred through a systematic and measurable process starting with the school's internal culture and a participatory culture that encouraged school stakeholders in the local village. The changes were not realized instantly, of course, because they had to go through a process of establishing a core team for implementing changes and communicating the efforts to all stakeholders in the surrounding community, including the parents and guardians of students and other school stakeholders. Thus, the school's management changed entirely, the school culture was modified dramatically, and a culture of community participation was established at the stages of planning, coordinating, implementing, and evaluating the school's programs and activities.

The principal leadership legacy at MIN Tegalsari, Blitar, Indonesia can be grouped into two aspects, namely positive and negative legacies. A positive school legacy can usually serve as a learning model that can be continuously developed by the school from one generation to the next. This way, a school with a positive legacy can continue developing itself and its culture in ever better ways. Moreover, a leader who is successful in developing a good institutional culture often has a strong character (Levy, 2020). Synergistic efforts are therefore needed to strengthen the characters of school leaders, and this is an urgent matter for principals. For example, the government could cooperate with educational consulting agencies or other institutions to implement programs for strengthening the leadership characteristics of principals.

A principal with a strong character is willing to delegate authority to the vice principals and teachers in line with the needs of the school's programs. This is something that contributed to the significant transformation of MIN Tegalsari into a superior school, because distributing the authority for implementing school programs can diminish the loss that is experienced when a principal leaves and is replaced (Hargreaves & Fink, 2006). Getting a school used to the habit of collective leadership will be beneficial in the process of regeneration, assure the permanence of the school's legacy, and generate productive social capital. The three benefits of collective leadership contribute to ultimately improving a school's effectiveness in terms of school management, learning, and the relationship with the surrounding community. A study conducted by Nappi (2014) found that distributed school leadership authority can improve the social capital and effectiveness of a school.

The attainment of a policy, program, or leadership activity will always be remembered by people as either a good or bad legacy. Good leadership achievements will mean a principal is remembered as an effective leader who contributed to the institution. Indeed, the principal at MIN Tegalsari, Blitar Regency is remembered well by community members, the parents and guardians of students, and other school stakeholders as a leader who effectively improved the school dramatically.

Based on the research results, the school stakeholders recalled three main things about the principal, namely that he was a collaborative leader, an effective leader, and an excellent communicator. These three characteristics are what made him special as a

leader. He succeeded in leveraging all the school's assets to attain his goal of developing a superior school.

Effective leadership contributes to school superiority directly and indirectly through the quality and success of learning at school (Hallinger & Heck, 2010). Indeed, learning quality can be improved if the following conditions are met: i) the academic atmosphere develops well; ii) the facilities and infrastructure are adequate; and iii) and there is participation from all school stakeholders (Hipp, 1996). This is supported by the research findings of Li et al. (2016). A school's physical and social environments can also be leveraged in the learning process, such as through laboratory sessions or learning media. Such learning adopts a contextual learning model where students get direct experiences in addition to theoretical knowledge. It is also suggested that good learning combines various activities that enable interactions between students and teachers, independent activities, and interactions among students.

Effective principal leadership manifests in a principal with a vision for managing a school and improving learning effectiveness and efficiency (Tarim, 2015). Teachers are the implementers of a principal's learning policies, however, so teachers' involvement in developing these policies is essential. A principal therefore needs to develop a framework of collaborative leadership with his vice principals and teachers. Moreover, the teachers are the leaders in their classrooms, so they should be given the discretion to pursue their own innovations in dynamic and diverse class situations. A similar principle applies to the vice principals. They should be given opportunities to plan and implement their own responsibilities. According to one study, collaborative leadership can improve the efficiency of a school's programs (Hallinger & Heck, 2011). A good school atmosphere can also encourage the participation of all school stakeholders (Bandur, 2012). In turn, the participation of vice principals, teachers, students and their parents or guardians, the school committee, and the local community acts as a keystone in the transformation process.

A transformational leader acts as a role model, a source of inspiration, an effective manager, a strong motivator, and a solver of all the problems that an institution encounters (Bandur, 2012). He or she demonstrates creativity and innovation to achieve success for the institution's programs and activities. Moreover, a transformational leader inspires every individual in an organization to work more effectively and

efficiently (Hurduzeu, 2015). In addition, achieving institutional goals also means improving the welfare of every individual. Programs and activities that are developed and expected to be successful should be coordinated among all stakeholders and follow a schedule that has been determined through cooperation. Moreover, it is important for a leader to delegate broad authority in accordance with the work scope of each element in the institution.

The process of becoming a superior school will be more quickly felt by school stakeholders when it is completed within a certain leadership period. A previous study found that a school led by a professional principal could change dramatically, and this principal would be remembered as leaving a spectacular and long-lasting legacy (Botha, 2004). Such principals generally possess good personal capacity, a sense of trust, and values. What is more, a school is developed with a focus on improving the professional capacity of teachers (Wang, Gurr, & Drysdale, 2016). Hence, efforts to improve the capacity of a school's principal, the establishment of a collaborative leadership model, and the securing of support from all school stakeholders can contribute to improving the quality of a school.

Support from internal and external school stakeholders will increase when they know, understand, and respond favorably to a school's programs and activities (Ajzen & Fishbein, 1977), which requires a principal with effective communication skills. This present study found that the principal was an effective communicator, such that the teachers, guardians and parents of students, class associations, and the school committee were willing to support the school's programs. They were even willing to listen to the principal's stories every day when they collected their children. The emotional closeness between the principal and the students' parents and guardians enhanced their trust in the school's programs and activities, which in turn helped him to secure support for further programs and activities.

Effective communication from a principal correlates with creating a good school climate and achieving learning goals (Halawah, 2005). Indeed, at each stage of developing the dynamics of programs and activities, effective communication is needed, as well as the ability to recognize the characteristics of the school stakeholders and what may trigger them into becoming involved voluntarily (Husain, 2013). Each stakeholder in an organization will have his or her own expectations, goals, motivations, and

characters, and being sensitive to this variety allows a principal to accommodate them in a way that will achieve the school's objectives. It is therefore important to involve all stakeholders in school processes, so effective communication is a must-have skill for every principal.

Conclusion

In summary, MIN Tegalasri has transformed into a superior school, and this has been marked by changes in the school culture in terms of more transparent and accountable school management, environment-based and enjoyable learning, and better support and participation from school stakeholders. Secondly, the school's soft legacy manifests in terms of collaborative leadership, transformative leadership, and effective communication. Third, this leadership model is the main thing that is remembered by stakeholders, because it played an important role in the school's transformation from a mediocre school into a superior one. The principal is considered to have been an effective leader in elevating the school's status by demonstrating his own qualities. Hence, the abovementioned three factors of leadership could be regarded as a basis for improving a school's quality.

The school stakeholders and local community were viewed from religious, cultural, and economic aspects. Taking account of community concerns and seeking mutual cooperation help the principal to develop a better school, and this is a good example of best practice for educational practitioners and scholars. In theory, religious and social values can act as the basis for developing a spirit of mutual cooperation in the community, and this can be leveraged to improve a school. Indeed, stakeholders may contribute their ideas, time, energy, and funding. However, this present study has not fully established whether a community's diversity is really a determinant for the development of a culture of mutual cooperation or vice versa. Moreover, this research has also not determined whether the values of each religion act as a catalyst for mutual cooperation among fellow human beings. The success enjoyed by a principal in securing support from school stakeholders is also not simple to determine conceptually, because community involvement may be influenced by factors like attitudes, behaviors, and descriptive norms.

This research has been very much dominated by the roles of active school stakeholders, meaning that the collected data gives a limited picture of the full diversity of the

school's users. Opinions from less active parents/guardians and community members should also be solicited and considered. It would therefore be appropriate for future research to widen the variety of research subjects. There are also other suggestions for further research: First, a study could examine the motivations of the community in mutually cooperating to improve a public institution. Second, a study could investigate how religious values and beliefs underlie cultures of mutual cooperation. Third, future researchers could investigate religious and cultural doctrines where a community lives harmoniously in diversity, so that such practices may be adopted in other communities. Fourth, a study could examine whether the qualities of an effective principal are innate or the result of education and training. A quantitative approach should also be considered to complement the shortage of existing data, so that a theory of cultural development for excellent schools in various settings can be built. Moreover, a mixed-methods research approach may provide more comprehensive data.

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The Legacy of a School: Developing Better Schools Based on Mutual Cooperation

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Abstract

This research aimed to analyze (1) how hard legacy was used to develop a school—namely MIN (Madasah Ibtidaiyah Negeri) Tegalsari, Wlingi sub-district, Blitar Regency—and (2) how soft legacy was applied at the same school. The research took a qualitative approach with a case study design. It was conducted at a madrasa, namely MIN Tegalsari in Blitar Regency, between January and June in 2020. The research was concerned with school programs and activities and the impressions of the school's stakeholders about them. In-depth interviews, observations, and documentation were used for data collection. What is more, the data's validity was checked for credibility, transferability, dependability, and confirmability. The data were then integratively analyzed through data presentation, data reduction, and the drawing of tentative conclusions. The results revealed firstly that the school's legacy has resulted from a transformation from a school that was not well-regarded by the community into an excellent school. The dramatic improvement in this school was marked by changes in its culture in terms of transparent and accountable school management, environment-based and enjoyable learning, and increased support and participation from various school stakeholders. In addition, the school also has a soft legacy that manifested in three aspects, namely a collaborative leadership structure, transformational leadership, and effective communication.

Keywords: management, accountability, legacy, stakeholder.

Introduction

During the 1960s, an argument that emerged from Coleman's (1968) research was that a school's approach cannot be grafted onto another school, so it is impossible for a school to imitate to another school that it considers to be better. Others, meanwhile, have assumed that the success of a school may be emulated (i.e., grafted) in other schools. As a result, comparative studies have been recommended to learn the best practices of certain schools, and even now, comparative studies from elementary to tertiary levels have been undertaken. However, such activities cannot automatically translate the best practices of one school to other schools. Indeed, many factors contribute to why a school may be more effective and efficient than others.

The quality of a school, among other things, is determined by its culture. The stronger this is the better, so a superior academic culture in a school contributes to how effective the school will be (Hargreaves, 1995). The academic culture of a school is defined by the extent to which all members of the school community develop competitive attitudes, spirits, and behaviors (Adebayo, 2013). Good schools always

develop a good culture, both internally and externally. Previous studies conducted by Purkey and Smith (1983) and Murphy (1983) found that leadership plays a key role in developing the school culture. Indeed, a clear and measurable vision is needed for a principal to lead all a school's stakeholders in delivering the shared goal of academic excellence. Thus, a clear vision, a detailed mission plan, comprehensive aims, and thorough programs can enhance work spirit.

There are many determinants of a good school culture, including, among other things, the various physical inputs (e.g., the characters of students and teachers, library and classroom facilities, etc.), the socioeconomic composition of teachers and students, the morals among school community members, teachers' aspirations for their students, and students' interest in learning (Coleman, 1975). What is more, it is also important to communicate the school's programs and activities to concerned external parties. In this era of technology, there are many ways (e.g., social media) to promote a school's programs and activities. The principal who participated in this research made use of social media and social networking to improve the participation of relevant school stakeholders. School-based social media is therefore a matter of urgency for school management to develop a good school culture.

Each school principal leaves a legacy that is inherited by his or her successor, and this may be used to assist in managing the school. The achievements of a principal's ideas and programs may be referred to as political legacy, which can be defined as impacts of leadership that continue to be felt by subsequent school principals. Such political legacy usually manifests when a principal retires or moves to another school. In such cases, the principal's achievements in both academic and non-academic aspects continue to be felt, to some extent, even after he or she leaves the school. In political sciences, a principal's legacy may be distinguished into two forms, namely *hard legacy* and *soft legacy* (Fong, Malhotra, & Margalit, 2017).

Fong, Malhotra, and Margalit (2017) adopted this theory in their political study aimed at portraying the leadership of the President of the United States. Their research theoretically divided political legacy into two types, which we used to analyze leadership at school. Hard legacy is a leader's concrete work. For a governing official, hard legacy is policy achievement, such as a measurable public policy. Soft legacy, meanwhile, reflects the wider public memory of a leading figure. Soft legacy is inevitably influenced by hard legacy, however, because a leader will rarely be remembered well by the public if he or she never made any concrete achievements. In contrast, a leader will be remembered and regarded well by the public if he or she did some good work that improved people's quality of life or an institution's quality.

Each principal should perform duties with awareness of the current conditions while aiming to realize measurable changes in future. This awareness is created by reflecting on the problems encountered (internally and externally), the school's academic culture, and the expectations of school stakeholders that have yet to be realized. With such an awareness, principals can create a vision that will be realized within the period of their leadership. For a leader, this vision is not merely a piece of paper pinned to the board but rather an inherent drive that stimulates leadership and progress in the form of programs and concrete activities. These are then promoted to develop relationships with stakeholders, so they will help realize the vision.

Previous studies of school legacy have been mainly conducted in the field of education politics, such as segregation schools (Horsford, 2010; Reece & O'Connell, 2016; Lemon & Battersby-Lennard, 2009; Bell, 1977; Saporito & Sohoni, 2006). Other researchers, meanwhile, have focused on school legacy for improving learning quality and cooperation among all school stakeholders (e.g., Raudenbush, 2009; Orr & Goodman, 2010; Cummins, 2015). A school's effectiveness is determined by two main factors, namely learning quality and the effectiveness of the principal's leadership in developing the school to reach its quality goals. This topic was explored by Cheng (1994) to find the best model for creating a superior school. This present study, meanwhile, intended to explore leadership effectiveness for realizing a superior school culture.

More specifically, this research focused on two matters: (1) How is hard legacy used to develop MIN (*madrassa Ibtidaiyah Negeri*) Tegalsari, Wlingi sub-district, Blitar regency? And (2), how is soft legacy applied to develop this school? Knowledge about a school's hard legacy could potentially assist practitioners and academics in formulating specifications for superior schools and models to realize them. A detailed explanation of the various superiority specifications will help other principals to replicate successes and develop schools in line with the desires of the school's stakeholders. Knowledge about a school's soft legacy, meanwhile, may be used as a reference for identifying other determinants of a superior school. Indeed, these two aspects of a school's legacy may ultimately be used to develop a theory for achieving a superior school culture.

The results of this research are expected to lead to a description for how a school's legacy can be effective in achieving improvements. Moreover, this could lead to a detailed map for cooperation-based school development. Indeed, the community's involvement in developing a school depends upon the principal's leadership characteristics, because an ambitious, driven principal will encourage the local community to become actively involved in the process of improvement. What is more, a culture of mutual cooperation that is passed from one generation to the next may be useful in developing a school. As a result, the principal should know and understand the values, norms, and socio-religious culture of the local community. When a school is transparently managed and includes the community based on its cultural values and beliefs, it will help the principal to engage the community in actively developing a good school (Yamauchi & Purcell, 2009).

Methodology

Research Type and Approach

A qualitative approach was chosen for this research based on the following reasons: (1) the setting was natural, 2) the examined case occurred some years ago, namely during Saiful's tenure as principal from 2000 to 2010, and 3) MIN Tegalsari developed well in this period in terms of the number of students, community participation, and changes in the school culture. Whereas the adopted approach was phenomenological, it was also based on some other considerations: 1) the data to be gathered dealt with knowledge, points of view, awareness, and subjective interpretations of the social dynamics of the internal-external school environment; 2) the subjective interpretations of the principal's most impressive achievements in developing a good

school culture; and 3) the subject's experience of dealing with the phenomena of developing a school, both the negative and positive aspects.

Research Time and Location

This research was conducted at MIN Tegalsari, Wlingi sub-district, Blitar Regency, Indonesia and ran from January to June in 2020. MIN Tegalsari was previously a madrasa (Islamic school) that had been independently established by Islamic figures in the village. It originally did not have any school buildings, with the students studying in three homes of local residents. All the residents in Tegalsari—both Muslims and non-Muslims, such as Hindus, Buddhists, and Christians—worked together to establish the madrasa. At the beginning, seven students were non-Muslims. Solidarity, harmony, and a culture of mutual cooperation in social activities were therefore well maintained in the community despite people following different religions.

Mutual cooperation and assistance among the people of different religions has continued for a long time. While the research was being conducted, the researchers observed non-Muslims giving snacks to the workers building a mosque in the madrasa. This cooperative culture among the community is important social capital for the process of building the cooperation needed to develop a superior school, because such cooperation does not only reflect among the citizens but also between these citizens and their social institutions. For instance, a culture of cooperation in the community can be transferred to building and operating schools, mosques, churches, temples, and other public facilities. For the people of Tegalsari, their attitudes have passed through the religious space, but the common good in the wider social space supersedes the narrow religious one.

Research Objects and Subjects

The objects of research for this study were as follows: 1) elements of the programs and activities in school that had the greatest, most long-lasting impressions and were key to changing the school; and 2) the programs and activities that the school stakeholders deeply understood and were greatly impressed by. To obtain data for the research objects mentioned above, the subjects chosen for this research were all internal and external stakeholders of the school that were involved at the time, including the principal, the vice principals, the teachers, the students, the members of the school committee, the members of the class association, and representatives of the local community.

Data-Collection Techniques

The data were collected using three techniques, namely in-depth interviews, observations, and documentation. The in-depth interviews were the main means for data collection. If concepts arose in the in-depth interviews that could not be fully understood, observations were made and/or documentation—such as in the form of pictures, photos, and videos—was examined. In-depth interviews started with the key informant, namely the principal, and this gave a general picture of the dynamics of developing the school from its previous state. Observations and documentation techniques were also adopted to completely and concretely understand any concepts that could not be grasped orally. Indeed, it is necessary to gain a detailed, deep

comprehension, especially for unique concepts, hence why the observations and documentation were needed.

The data were collected through various stages: First, an exploration was made. The second stage then went into more depth, before the third stage identified patterns. The exploration stage involved the principal and the vice principal for the curriculum and learning affairs. Following this exploration, in-depth interviews were conducted to learn about the technical aspects of implementing the programs and activities, and these interviews involved the teachers, members of the school committee and the class association, and representatives of the local community. During the interviews, the researchers did not bring any interview materials because they had memorized in detail the objects and indicators they wished to investigate. The researchers were therefore more free to act naturally during interviews. The final stage was to identify patterns through the process of data collection, selection, and reduction.

Data Validity

The collected data in this study needed to fulfill four criteria, namely credibility, transferability, dependability, and confirmability. First, credibility requires that all research participants fully know the entire situation. Consequently, the researchers engaged with the participants for a relatively long time and tried to confirm the data and the results of the analysis with other participants (i.e., peer checking). Second, to ensure transferability, the researchers tried to present data and analyses in a way that enabled the readers, participants, and other parties to gain knowledge through clear descriptions of the context and the research results.

Third, for dependability, the consistency of the findings and data analyses is key if it is to be studied by other parties. Other researchers should be able to obtain the same data and analysis results if they were to examine the same object using the same methods used in this present research. As such, the researchers performed a structured data analysis and interpreted the research results well, so that other researchers would be able to yield the same or similar research findings and conclusions. As a result, the researchers tested the obtained data using stability, consistency, and equivalence standards. Finally, for confirmability, the researchers attempted to reveal and analyze the data transparently, so that other parties (e.g., researchers, participants) could agree with all the research results.

Data Analysis

The data analysis went through a continuous process from data presentation to data reduction before drawing tentative conclusions. The data was presented based on the categories of the research focus, and this was followed with tabulation to facilitate the data categorization. The results of the data presentation were then standardized in line with objective conditions in the field. If any data seemed inappropriate to our needs, they were moved into backup files. The next step was to draw tentative conclusions. The researchers then discussed the results with peers and some informants. If the data were still considered to be incomplete, the researchers collected additional data according to the need, such as by deepening and exploring further. The three steps of the data analysis were repeated until it was deemed valid according to the validity criteria given in the sub-section above. Some firm conclusions were then drawn.

Results

The first area concerned the concrete achievements of the principal's leadership (i.e., the hard legacy) in the 2000–2010 period. This involved transforming a marginal school that was not well-regarded by the parents and guardians of prospective students into one that drew the interest of many people, even from beyond the village. The principal therefore succeeded in developing it into a superior school. Prior to this, the community referred to the school building as “a goat pen,” since it was unmaintained, dirty, smelly, and certainly not pleasant. This was described by the principal:

In the past, when I first entered this school, the condition was unpleasant. The building was unmaintained, dirty, and smelly. Especially in the rainy season, there was mud, and the traces of children's playing could be seen on the walls of classrooms. The classrooms were never locked, so sometimes goats entered them at night. In the morning, no one cleaned them, and all the teachers came late, and it was even the principal who should clean them. Most teachers also worked in other places or had jobs besides being teachers, so they came late, and after teaching, they went directly home.

Indeed, according to the principal's reflection, the school's condition was really bad. The principal, together with the vice principal for the curriculum and teaching affairs, had discussions and found solutions for developing attitudes and habits of mutual cooperation at school. The aim of this program was to involve all the school's stakeholders, both internal and external, as stated by the vice principal:

The keyword we agreed upon is mutual cooperation. All internal and external school stakeholders were involved in each school program and activity. Through this mutual cooperation, we could make changes in all school aspects. Through this mutual cooperation, we were able to hold workshops, meetings, and visitations with all members of the class association. Because of this mutual cooperation, all programs and activities that had been considered impossible became easy.

This fundamental change had been brought about by the principal. He presented his ambitious ideas to all the school's stakeholders in a workshop forum about school cultural changes. According to the principal, there were three targets for change agreed through this process of mutual cooperation, namely budget transparency, contextual learning, and synergy between the school and the community. These three targets became the trigger for community involvement with the school for developing a superior school. On the basis of the relevant document, the researchers studied the motto of the principal, namely “Mutual cooperation changes everything.” The principal conveyed his vision and programs to anyone, anytime with the expectation that they would want to become involved in them and cooperate in developing a school that the community could be proud of.

The principal always communicated programs and activities in formal forums at school and non-formal ones in the community. A prominent figure, who also served as the head of the school committee, also helped promote the school's programs and activities. This person stated that he thought that the principal and the head of the school

committee should possess the same vision and awareness when a school is developed through mutual cooperation, so everything will be developed in the same way. The involvement of all people from various socioeconomic backgrounds is also vital, so everyone will understand the changes to be carried out. They should also all know about the school's mission, programs, and activities.

Making big changes also needs a big budget, however, and this was a reason for many teachers to be pessimistic. According to the vice principal for administrative and financial affairs, to realize the dream at that time, a workshop involving all teachers, the school committee, and representatives of the students' guardians was held. The principal acted as the facilitator in the workshop, with the agenda being to equate perceptions of the programs, match the budget with the programs, and plan for where the money would come from. The workshop made an important decision in terms of agreeing with changes in the school's programs and culture and supporting the necessary budget independently. The vice principal for the administrative and financial affairs described this in detail:

After the workshop forum agreed the programs and activities for school cultural changes, the budget support was decided. For each program and each activity, a matrix was constructed to establish the budget support in terms of money, staff, goods, services, and the budget sources. The budget sources were various: the school, the local community, and/or third parties. The task of the school leader and the committee was to look for financial support from third parties. The forms of support from these third parties were various, such as, among others, money, services, goods, and professional staff. Meanwhile, the financial support from the school came from two sources, namely a grant from the government (the Ministry of Religion) and the student tuition fees.

All the school's stakeholders accepted that the school's operation needed money. Some funding came from grants and tuition fees, but the school also planned to cooperate with a third party to establish a business, which would make use of the land next to the school, near the road, and be professionally managed. The school's openness to outside parties gave an opportunity to secure the resources needed to support the school's operational costs.

Planning, implementing, and reporting the school's operational budget were all done under the principle of transparency. Planning was undertaken based on the work meeting held at the beginning of the fiscal year, which all internal-external school stakeholders could attend. The budget was adjusted to accommodate the school's programs and activities, including a determination of the source and form of funding for each activity. According to the vice principal for administrative and financial affairs, before the operational costs were definitive, the detail would be sent to all school stakeholders. In addition, it was displayed on the school board, so it could be view by anyone. At the end of the year, how the budget was used was reported to all concerned parties, such as to the Ministry of Religion, the teacher council, the school committee, and the class association.

The workshop on cultural change also mandated the principal and teacher council to plan and implement contextual learning, where learning activities adopt a student-

centered learning approach. Teachers played roles as the planners, implementers, and facilitators to ensure that learning was still relevant to the curriculum and the dynamics of society. In a scientific sense, the school environment and the community were together used as the learning medium. This learning model enabled all teachers, students, parents, and class association members to become involved in supporting and facilitating the learning process. They were very enthusiastic and synergized in working together, so the learning process could be conducted effectively and efficiently. The vice principal for the curriculum and instruction affairs discussed this in detail:

The principle used for developing the teaching capacity at school was based on asah (caring for), asih (loving), and asuh (nurturing) each other. Each month, a meeting was held to share knowledge and teaching experiences. The learning process was conducted by making use of the school facilities and environment, the community environment, and learning media. Each day before entering the classroom, the students did morning prayer and dhuha prayer in the school yard as their "morning tasks." At the end of the semester, each group put together an environment-based learning portfolio. At the end of the year, a learning bazaar was held, where each class could exhibit their learning products to the community at a bazaar in the school yard. This bazaar was organized with cooperation between the students and the class associations, and it showed their best works.

According to the head of the school committee, the school was developed by following the ancestral value of mutual cooperation. Mutual cooperation was common in building houses, mosques, schools, bridges, and roads for the village. This was what had been practiced by the village's people in the past. Indeed, they could only survive and develop by cooperating with one another. As a result, this value could be adopted at school for aspects of financing, learning, and physical development. According to the principal, "We always synergized hopes, desires, programs, and activities with the potency possessed by the village's society."

The second area, soft legacy, relates to what people remember. The basic change was transforming a school that was dismissed by local people into one with a good record of achievement, not just locally but also nationally, within two school leadership periods. This was indeed an extraordinary achievement. The principal even mentioned that an institution from the US once made a comparative study of MIN Tegalsri, with the intention of directly learning about the growth process, the school's development, and management in this school. At the time, MIN Tegalsri was one of the practical examples put forward by the Ministry of Religion for succeeding in achieving a cultural change.

A representative of the class association said that the principal always had new and interesting stories to tell. Most of the students' parents or guardians who picked up their children rarely left the school before listening to the principal's newest story. As a result, the principal often spent time to engage with parents and guardians who were waiting for their children in the schoolyard. Taking shelter under the trees, the principal often conveyed information about the school's programs and activities. Such opportunities were always leverage by the principal to share ideas about development and tell stories about the success of the school. Thanks to such informal engagement,

the parents and guardians were willing to support the ideas that would be implemented by the school.

According to the head of the school committee, the principal could easily convince others. He added that it was the first time that a member of the school committee came from another village and area. At the time, the principal convinced two people to join the school committee, namely Mr. Sunu of Wlingi village, Wlingi sub-district and a businessman from Sidoarjo regency. These two people, both from outside the village, made great contributions according to the school committee. For example, for each *Eid Adha*, they contributed cows and sheep for the *Qurban* at school. Thus, each year at *Eid Adha*, the school always held the routine activity of *Qurban* in the schoolyard with the assistance of the school committee and the class association.

According to the teachers, the principal was an effective leader in implementing programs and activities. All ideas, plans, and school activities were based on the results of work meetings held at the beginning of the year, so they could be fulfilled in the academic year. The principal's work effectiveness and leadership played an important role in transforming a substandard village school into one that was well-regarded at the national level. Every idea was communicated and carried out together with all the concerned parties, and almost all school programs and activities involved the community and other third parties, although the precise parties involved could differ between one program and another. The school culture became lively and dynamic, with all teachers and stakeholders competing to come up with original ideas for developing the school into an even better one.

The principal's effectiveness in transforming the school was also recognized by the local officers and the Ministry of Religion in Blitar Regency. The public information chief of the Ministry of Religion for Blitar Regency once said that the principal of MIN Tegalsari was the best asset possessed by the ministry in the regency. He could work in a disciplined manner and embrace and involve all people, and he also had the ability to convince others to support the school's programs and activities. His programs and activities also did not just depend on grants from the Ministry of Religion—he also looked for support from third parties. Besides being an effective communicator, he was also very efficient in making decisions and implementing them. His abilities allowed him to implement the school's programs and activities effectively and efficiently. The research results are presented in a simple way in Table 1.

Table 1.

Findings of the Research Results

Indicator	Sub-indicator
Hard legacy	Transforming into a superior school
Soft legacy	<ol style="list-style-type: none"> 1. Collaboration/mutual cooperation 2. Transformational leadership 3. Effective communication

Source: Research of Kholis *et al.*, 2020

Discussion

The school legacy that was much discussed in the 1990s in the US was related to instructional leadership. One study focused on the effect of leadership on the effectiveness of the learning process at school (Hallinger & Heck, 2010). Indeed, learning is the main aspect to consider when developing a mediocre school into an excellent one. Any principal should therefore focus his or her attention on effective learning policies to realize learning goals that accord with the competencies expected by the school and its stakeholders. For example, MIN Tegalsari, Blitar Regency developed an Adiwiyata green school, which won the national championship. Based on previous research results, this achievement can be said to have been influenced by effective instructional leadership (Munardji, Kholis, & Mufidah, 2020). Indeed, the principal was the major factor in determining the direction of learning policy in accordance with his leadership vision.

A principal with a strong vision, effective communication skills, and organizational competence will often be able to realize rapid changes (Hörnqvist & Leffler, 2014). Indeed, the above three factors enable a principal to achieve his school's goals, so he or she may be accurately called an effective principal. Effective principals can make changes and transform their schools into better ones, both in terms of learning and school culture. However, this progress is also influenced by internal and external factors, and a school principal needs to show leadership to overcome these barriers (Hallinger, 2003). Some previous studies have found that a principal is the dominant factor in making changes and coordinating all school stakeholders (Kholis, Zamroni, & Sumarno, 2014). As a result, in order for a principal to leave a memorable legacy that serves as good practice for subsequent generations, he or she needs to have a vision and the ability to communicate it to all school stakeholders.

The main hard legacy at MIN Tegalsari is how the principal could transform a school that was disregarded by local people into a high-quality one. This change occurred through a systematic and measurable process starting with the school's internal culture and a participatory culture that encouraged school stakeholders in the local village. The changes were not realized instantly, of course, because they had to go through a process of establishing a core team for implementing changes and communicating the efforts to all stakeholders in the surrounding community, including the parents and guardians of students and other school stakeholders. Thus, the school's management changed entirely, the school culture was modified dramatically, and a culture of community participation was established at the stages of planning, coordinating, implementing, and evaluating the school's programs and activities.

The principal leadership legacy at MIN Tegalsari, Blitar, Indonesia can be grouped into two aspects, namely positive and negative legacies. A positive school legacy can usually serve as a learning model that can be continuously developed by the school from one generation to the next. This way, a school with a positive legacy can continue developing itself and its culture in ever better ways. Moreover, a leader who is successful in developing a good institutional culture often has a strong character (Levy, 2020). Synergistic efforts are therefore needed to strengthen the characters of school

leaders, and this is an urgent matter for principals. For example, the government could cooperate with educational consulting agencies or other institutions to implement programs for strengthening the leadership characteristics of principals.

A principal with a strong character is willing to delegate authority to the vice principals and teachers in line with the needs of the school's programs. This is something that contributed to the significant transformation of MIN Tegalsari into a superior school, because distributing the authority for implementing school programs can diminish the loss that is experienced when a principal leaves and is replaced (Hargreaves & Fink, 2006). Getting a school used to the habit of collective leadership will be beneficial in the process of regeneration, assure the permanence of the school's legacy, and generate productive social capital. The three benefits of collective leadership contribute to ultimately improving a school's effectiveness in terms of school management, learning, and the relationship with the surrounding community. A study conducted by Nappi (2014) found that distributed school leadership authority can improve the social capital and effectiveness of a school.

The attainment of a policy, program, or leadership activity will always be remembered by people as either a good or bad legacy. Good leadership achievements will mean a principal is remembered as an effective leader who contributed to the institution. Indeed, the principal at MIN Tegalsari, Blitar Regency is remembered well by community members, the parents and guardians of students, and other school stakeholders as a leader who effectively improved the school dramatically.

Based on the research results, the school stakeholders recalled three main things about the principal, namely that he was a collaborative leader, an effective leader, and an excellent communicator. These three characteristics are what made him special as a leader. He succeeded in leveraging all the school's assets to attain his goal of developing a superior school.

Effective leadership contributes to school superiority directly and indirectly through the quality and success of learning at school (Hallinger & Heck, 2010). Indeed, learning quality can be improved if the following conditions are met: i) the academic atmosphere develops well; ii) the facilities and infrastructure are adequate; and iii) and there is participation from all school stakeholders (Hipp, 1996). This is supported by the research findings of Li et al. (2016). A school's physical and social environments can also be leveraged in the learning process, such as through laboratory sessions or learning media. Such learning adopts a contextual learning model where students get direct experiences in addition to theoretical knowledge. It is also suggested that good learning combines various activities that enable interactions between students and teachers, independent activities, and interactions among students.

Effective principal leadership manifests in a principal with a vision for managing a school and improving learning effectiveness and efficiency (Tarim, 2015). Teachers are the implementers of a principal's learning policies, however, so teachers' involvement in developing these policies is essential. A principal therefore needs to develop a framework of collaborative leadership with his vice principals and teachers. Moreover, the teachers are the leaders in their classrooms, so they should be given the discretion to pursue their own innovations in dynamic and diverse class situations. A similar principle applies to the vice principals. They should be given opportunities to

plan and implement their own responsibilities. According to one study, collaborative leadership can improve the efficiency of a school's programs (Hallinger & Heck, 2011). A good school atmosphere can also encourage the participation of all school stakeholders (Bandur, 2012). In turn, the participation of vice principals, teachers, students and their parents or guardians, the school committee, and the local community acts as a keystone in the transformation process.

A transformational leader acts as a role model, a source of inspiration, an effective manager, a strong motivator, and a solver of all the problems that an institution encounters (Bandur, 2012). He or she demonstrates creativity and innovation to achieve success for the institution's programs and activities. Moreover, a transformational leader inspires every individual in an organization to work more effectively and efficiently (Hurduzeu, 2015). In addition, achieving institutional goals also means improving the welfare of every individual. Programs and activities that are developed and expected to be successful should be coordinated among all stakeholders and follow a schedule that has been determined through cooperation. Moreover, it is important for a leader to delegate broad authority in accordance with the work scope of each element in the institution.

The process of becoming a superior school will be more quickly felt by school stakeholders when it is completed within a certain leadership period. A previous study found that a school led by a professional principal could change dramatically, and this principal would be remembered as leaving a spectacular and long-lasting legacy (Botha, 2004). Such principals generally possess good personal capacity, a sense of trust, and values. What is more, a school is developed with a focus on improving the professional capacity of teachers (Wang, Gurr, & Drysdale, 2016). Hence, efforts to improve the capacity of a school's principal, the establishment of a collaborative leadership model, and the securing of support from all school stakeholders can contribute to improving the quality of a school.

Support from internal and external school stakeholders will increase when they know, understand, and respond favorably to a school's programs and activities (Ajzen & Fishbein, 1977), which requires a principal with effective communication skills. This present study found that the principal was an effective communicator, such that the teachers, guardians and parents of students, class associations, and the school committee were willing to support the school's programs. They were even willing to listen to the principal's stories every day when they collected their children. The emotional closeness between the principal and the students' parents and guardians enhanced their trust in the school's programs and activities, which in turn helped him to secure support for further programs and activities.

Effective communication from a principal correlates with creating a good school climate and achieving learning goals (Halawah, 2005). Indeed, at each stage of developing the dynamics of programs and activities, effective communication is needed, as well as the ability to recognize the characteristics of the school stakeholders and what may trigger them into becoming involved voluntarily (Husain, 2013). Each stakeholder in an organization will have his or her own expectations, goals, motivations, and characters, and being sensitive to this variety allows a principal to accommodate them in a way that will achieve the school's objectives. It is therefore important to involve all

stakeholders in school processes, so effective communication is a must-have skill for every principal.

Conclusion

Firstly, MIN Tegalasri has transformed into a superior school, and this has been marked by changes in the school culture in terms of more transparent and accountable school management, environment-based and enjoyable learning, and better support and participation from school stakeholders. Secondly, the school's soft legacy manifests in terms of collaborative leadership, transformative leadership, and effective communication. Third, this leadership model is the main thing that is remembered by stakeholders, because it played an important role in the school's transformation from a mediocre school into a superior one. The principal is considered to have been an effective leader in elevating the school's status by demonstrating his own qualities. Hence, the abovementioned three factors of leadership could be regarded as a basis for improving a school's quality.

The school stakeholders and local community were viewed from religious, cultural, and economic aspects. Taking account of community concerns and seeking mutual cooperation help the principal to develop a better school, and this is a good example of best practice for educational practitioners and scholars. In theory, religious and social values can act as the basis for developing a spirit of mutual cooperation in the community, and this can be leveraged to improve a school. Indeed, stakeholders may contribute their ideas, time, energy, and funding. However, this present study has not fully established whether a community's diversity is really a determinant for the development of a culture of mutual cooperation or vice versa. Moreover, this research has also not determined whether the values of each religion act as a catalyst for mutual cooperation among fellow human beings. The success enjoyed by a principal in securing support from school stakeholders is also not simple to determine conceptually, because community involvement may be influenced by factors like attitudes, behaviors, and descriptive norms (Poliakoff, Webb, & Thomat, 2007).

This research has been very much dominated by the roles of active school stakeholders, meaning that the collected data gives a limited picture of the full diversity of the school's users. Opinions from less active parents/guardians and community members should also be solicited and considered. It would therefore be appropriate for future research to widen the variety of research subjects. There are also other suggestions for further research: First, a study could examine the motivations of the community in mutually cooperating to improve a public institution. Second, a study could investigate how religious values and beliefs underlie cultures of mutual cooperation. Third, future researchers could investigate religious and cultural doctrines where a community lives harmoniously in diversity, so that such practices may be adopted in other communities. Fourth, a study could examine whether the qualities of an effective principal are innate or the result of education and training. A quantitative approach should also be considered to complement the shortage of existing data, so that a theory of cultural development for excellent schools in various settings can be built. Moreover, a mixed-methods research approach may provide more comprehensive data.

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The Legacy of School: Developing Superior Schools Based on Mutual Cooperation

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Abstract

This research was aimed at analyzing at (1) how hard legacy is used to develop MIN (Madasah Ibtidaiyah Negeri) Tegalsari, Wlingi sub-district, Blitar regency and (2) how the soft legacy is applied to develop MIN Tegalsari, Wlingi sub-district, Blitar regency. It was a qualitative research with case study approach. This research was conducted at MIN Tegalsari, Blitar starting from January to June, 2020. The research objects covered phenomenal school programs and activities and the school stakeholders' impressions of the programs and activities. In-depth interviews, observations and documentation were used as the data collection techniques. The data validity was measured from credibility, transferrability, dependability and confirmability. While the data were analyzed integratively from the data presentation, data reduction, and tentative conclusions. The research results showed that firstly, the school legacy has resulted in changes from a low-level school (which was not taken into account by the community) into an excellent school. The superiority of this school was marked by the changes in the school culture namely more transparent and accountable school management; environment-based and fun learning, and the increase of the support/participation from the school stakeholders. Secondly, the school soft legacy has been shown at three aspects namely collaborative (mutual cooperation) leadership, trans-effective leadership, and effective communicator.

Keywords: management, accountable, legacy, stakeholder.

Introduction

During the 1960s decade, a polemic that occurred from the Coleman's (1968) research conclusion is that schools cannot be grafted. It is impossible for a school to imitate to another school that is considered to be better. Meanwhile, others thought that the success of a school may be emulated (grafted) from other schools. As a result, comparative studies namely learning from best practices of certain schools are suggested. Even up to the present, comparative studies from elementary to tertiary levels have been made. However, such activities cannot automatically clone the best practices implemented in one school into other schools. There are a lot of factors that influence why a school is more superior, more effective, and more efficient than others.

The superiority of a school among others is determined by its culture. The stronger, the better, and the more superior academic culture of a school is, the more effective the school will be (Hargreaves, 1995). The superiority of the academic culture of a school is defined by the extent to which the spirits of all members of the school community develop competitive attitudes and behaviors (Adebayo, 2013). They always develop a good school culture either internally or externally. Previous studies conducted by Purkey & Smith (1983), and Murphey (1983) found that leadership plays a key role in the school culture development. It needs a clear and measurable vision so that the principal may lead all members of the school stakeholders to reach the school aims and vision at a certain period. A clear vision, detailed missions, comprehensive aims, and detailed programs may increase the work spirit.

There are many measures of a good school culture namely among others: the variety of physical input (students and teachers characters, library facility, classroom facility and so on), teachers and students socio-economic composition, morals of school community members, teachers' hope to the students, and interest in being learners (Coleman, 1975). And what is also important is to socialize the school programs and activities to the concerned external parties. In this information technology era, there are many choices of social media that may be used to socialize the school programs and activities. The principal in which this research was conducted made use of the social media and the social network to improve mutual assistance (participation) of all school stakeholders. Therefore, school and social media are one unity of urgency in developing a good school culture for the next school management.

Each school has the legacy inherited from the principal that may be felt and used as the learning by the next generation in managing the school. The attainment of the principal ideas and programs may be meant as political legacy. Political legacy is defined as the impacts or effects of leadership that may be felt, enjoyed and inherited by the school managers in the next periods. Usually, political legacy is felt when the concerned leader has retired or moved to another school. A principal achievement either in the academic or non academic aspect is always perceived by the members of the school stakeholders after one leads the school (policy achievement). In political sciences, a principal legacy may be distinguished into two namely hard legacy and soft legacy (Fong, Malhotra & Margalit, 2017).

Fong adopted this theory in the political study namely efforts to portrait the leadership of the President of the United States. His research result theoretically divided the political legacy into two which are interestingly used to analyze leadership at school. Hard legacy is a leader concrete work. If he is a governing official, hard legacy is policy achievement. It is public policy, a measurable leader program. Soft legacy is wide public memory of a leader figure. The soft legacy is certainly influenced by the hard legacy. For instance, a leader will not be well remembered by the public if he does not have any work. Whereas a leader will be memorized by the public if he has good work that affects the quality of the institution quality.

Each principal should do his duties with an awareness of the present condition and should dream to realize measurable changes in the future. The awareness of such a

condition is conducted through reflections of the problems encountered (internally and externally), the school academic culture, and the expectations that have not been realized yet from all school stakeholders. Based in such an awareness, a vision that will be realized in the period of one's leadership is established. For a leader, a vision is not merely a wall decoration located in the work space, but it is an inherent idea that stimulates the leadership blood pulse that is always being struggled, and worked on in the forms of programs and concrete activities. It is campaigned and socialized to develop relations to realize the vision together.

Previous researches on the school legacy were much more conducted in the field of education politics, including segregation schools, as done by Horsford (2010), Reece & O'Connell (2016), Lemon, & Battersby-Lennard (2009), Bell (1977), and Saporito & Soh oni (2006). Meanwhile, other researchers focused on school legacy in improving learning quality and the cooperation with all school stakeholders, for examples; those made by Raudenbush (2009), Orr & Goodman (2010), and Cummins (2015). School effectiveness is determined by two main factors namely learning quality and effectiveness of the principal's leadership in developing the school quality to reach its goal. This topic was explored by Cheng (1994) to find the best model to create a superior school. While, this present research was intended to explore leadership effectiveness to realize a superior school culture.

This present research was focused on two matters, (1) how the hard legacy is used to develop MIN (Madrasah Ibtidaiyah Negeri) Tegalsari, Wlingi sub-district, Blitar regency; and (2) how the soft legacy is applied to develop MIN Tegalsari, Wlingi sub-district, Blitar regency. Knowledge on the school hard legacy may assist practitioners and academicians to formulate specifications of school superiorities and models to realize them. A detailed explanation of the variety of school superiority specifications will help the other principals replicate and develop schools in line with the mandate of the school stakeholders. Meanwhile, knowledge of the school soft legacy may be used as the reference in determining the determinant to reach a superior school. The two aspects of this school legacy at last may be developed into a superior school culture development theory.

These research results are expected to produce a description of an effective school legacy in reaching its superiority. Moreover, a detailed description of a mutual cooperation-based superior school development map would be resulted in. The community involvement in developing a school is depended on the principal leadership characteristics. The principal with driving character enables the local community to be actively involved in the process and the attainment of a superior school. The mutual cooperation culture that has been working on from one generation to the next may be made use of to develop a school. As a result, the principal should understand and know values, norms, and socio-religious culture of the local community. If a school is transparently managed and involves the community on the basis of the cultural values it believes in, it will facilitate the principal to move the community to be involved in developing a good school (Yamauchi, Lois & Purcell, 2009).

Methods

Design

It was a qualitative research. The choice of this research type was based on the following characteristics, (1) the setting was natural, 2) the case examined occurred some years ago, namely during Saiful's principal tenure from 2000-2010 period, 3) in the period, MIN Tegalsari developed well either in terms of the number of students, community participation or changes in the school culture. Whereas, the approach adopted was phenomenology. The choice of the approached was based on some considerations, among others: 1) the data to be obtained deal with knowledge, points of view, awareness and subject's meaning of the social dynamics of the internal-external school; 2) the subject meaning of the most impressive works is considered to be the achievement of the principal leadership in developing confession school culture; 3) the subject's meaning deals with the phenomena of the most impressive development of the school either negative or positive aspects.

Time and Place

This research was conducted at MIN Tegalsari, Wlingi sub-district, Blitar regency, Indonesia. It started in January to June, 2020. MIN Tegalsari previously was a madrasah (school) established independently by Islamic figures in the village. It did not have any school buildings, and the students studied in home residents, namely 3 houses. Then all members of the people in Tegalsari, believing in Islam or non Islam (Hinduism, Buddhism, Christian and Catholic) worked together to establish a madrasah. Even, at the beginning, there were 7 students who were non Muslims. Solidarity, harmony and mutual cooperation culture in social activities are well maintained in the society although the members believe in different religions.

The mutual cooperation and helping each other among the people with different religions have been going on for a long time. When the research was conducted, the researchers saw non muslims contribute snacks to the workers building the mshola in the madrasah. The confessional culture among the community becomes an important social capital for the process of building a mutual cooperation-based superior school. Mutual cooperation does not only exist in the scope among citizens, but also between the citizens and the social institutions. For instance, the confessional-based mutual cooperation culture in the community may be transferred into the scope of school, mosque, church, temple and public facility development constructions. For the people in Tegalsari, the human attitudes have passed through the religious space. For them, common good in a social wide space is more important than religious narrow one.

Research Object

A research object is something that becomes the research focus and/or data searched in a research. The research objects in this present research were as follows: 1) elements of the programs and activities meant as eternal and phenomenal school works that had the greatest impressions and became the key to changes at the school; 2) the programs and activities that were deeply understood and greatly impressed by the school stakeholders. To obtain the data mentioned in the research objects above, the subjects determined in this research were all members of the internal and external stakeholders of the school namely among others all stakeholders involved at that time from the principal, the vice principals, the teachers, the students, the members of the school

committee, the members of the class association, and the representatives of the local community.

Technique of Data Collection

The data were collected through three techniques: in-depth interviews, observations, and documentation. The in-depth interview was the main and the first technique of data collection done. If there were concepts that cannot be understood abstractly in the in-depth interviews, observations were made and/or the documentation either in the form of pictures, photos or videos was examined. In-depth interviews were first made to the key informant, namely the principal. From this principal, the researchers got a general picture of the dynamics of the confessional school growth compared with that in the previous periods. Observations and documentation techniques were adopted to complete or understand concretely the concepts which cannot be grasped orally. It is necessary to have a detailed and deep comprehension, especially unique concepts, that is why observations and documentation are conducted.

The data were collected through some stages, namely: the first was to make an exploration. The second was to go into the deep, and the third was to make a pattern. The data exploration was done to the principal and the vice principal for the curriculum and learning affairs. After the exploration, in-depth interviews were made to know the technical aspects of implementing the programs and activities to some other subjects namely the teachers, the members of the school committee and of the class association and the representatives of the local community. During the interviews, the researchers did not bring with them the interview instruments since they had memorized in detail what objects and indicators to collect. Therefore, the researchers were more free and impressed to be really natural. The last stage was to make patterns, namely the data collection was conducted in accordance with the patterns found through the process of data collection, selection and reduction.

Data Validity

The collected data in this present research should fulfill four criteria namely credibility, transferability, dependability and confirmability. First, credibility involves all research participants and assured that they fully know the whole data. As a result, the researchers were entirely involved in the participants' life in quite a (long) time and tried to ask for confirmation about the data and the results of the analysis to the participants (peer checking). Second, in transferability, the researchers tried to present data and analyses that enable the readers, participants, and other parties to possess knowledge and clear descriptions of the context and the research results.

Third, in the dependability, the key word is the consistency of the findings and data analyses if it is studied by other parties at different times. The other parties (other researchers) obtain the same data and analyses if they conduct an examination on the same object and method dealing with this present research. Namely, they did a structured data analysis and interpreted the research results well so that other researchers may result in the same (similar) research findings and conclusions. As a result, the researchers tested the obtained data using the stability, consistency, and equivalence standards. Fourth, in confirmability, the researchers tried to reveal and analyze the data transparently that enable other parties (researchers, participants) to agree with all research results.

Data Analysis

The data analysis was done continuously from data presentation, data reduction to tentative conclusion. The data presentation was made on the basis of categories from the research focus, even the data presentation was followed with tabulation to facilitate the data categorization. The results of the data presentation were standardized in line with the objective condition in the field. If there were data which were inappropriate with the need, for a while, the data were moved into certain files (backup files). The next was to make tentative conclusions. The researchers then discussed the tentative results with the peers and some informants. If the data were considered not to have been completed yet, the researchers recollected the data according to the needs (deepening and exploration). Then, the three steps of the data analysis were taken until valid (according to the validity criteria, in the sub-section above) conclusions are drawn.

Results

The first is the concrete work of principal leadership (hard legacy). The concrete work of the principal from 2000 to 2010 periods was to change the marginal school, which was not taken into account by the prospective student guardians, into the school that may interest many people, even those from out of the village. The principal succeeded in developing it into a superior school. Before that, the community called the school building as “a goat pen”, since it was not maintained, it was dirty, smelly, and it was not fun. It is in line with what was stated by the principal as follow.

In the past, when for the first time I entered into this school, the condition was unpleasant. The building was not maintained, dirty and smelly. Especially when it was in a rainy season, there was rain shit, the trace from children' playing could be seen on the wall and classrooms. The classrooms were never locked, so that sometimes goats entered into them at night. In the morning, no one cleaned them, all teachers came late and even it was the principal who should clean them. Most teachers also worked in other places or had jobs besides being teachers, so that they came late and after teaching, they directly went home.

Moreover, according to the principal reflection, the school condition was really bad. The principal together with the vice principal for the curriculum and teaching affairs made discussions and found solutions namely developing attitudes and habits of mutual cooperation at school. The target of this program was the involvement of all members of the school stakeholders, either internal or external ones as stated by the vice principal as follow.

The key word we agreed upon is mutual cooperation. All members internal and external school stakeholders were involved in each school program and activity. Through the mutual cooperation, we could make changes in all school aspects . Through the mutual cooperation, we were able to hold workshops, meetings, visitation to all members of the class association. Because of the mutual cooperation, all programs and activities which were considered to be impossible to do become easy.

The fundamental change milestone had been made by the principal. He conveyed great ideas before all school stakeholders in a workshop forum on school cultural changes. According to the principal, there were 3 targets of changes reached through the process of mutual cooperation namely budget transparency, contextual learning and synergy

between the school and the community. The three targets became the trigger to the community involvement and the school stakeholders in reaching the superior school program. On the basis of the document, the researchers studied the motto the principal namely “a mutual cooperation changes anything”. The principal told the vision and his programs to anyone and at anytime with the expectation that they would be willing to involve in them and to cooperate together in developing the school that had been being established using the mutual cooperation.

The principal always socialized the programs and activities in formal forums at school and also non-formal ones in the society. A prominent figure, who also served as the head of the school committee also did the same thing namely socializing the school programs and activities. The head of the school committee stated that he had a motto: “The principal and the head of the school committee possess the same vision and awareness that when a school is established using a mutual cooperation, then the school should be developed in the same way. The involvement of all people from various socio-economic levels is vital. Therefore, all people should understand the changes that would be carried out. They should know the school missions, programs, and activities .

Making changes with great ideas also needed big budget. At least the teachers should understand that it was the condition that caused them to be pessimistic. According to the vice principal for administrative and financial affairs, to realize the dream at that time, a workshop involving all teachers, the school committee, and the representatives of the student guardians was held. The principal became the facilitator in the workshop with the agenda to equate the perception of the programs, to synchronize the programs and the budget, and to plan the budget sources. The workshop made an important decision: agreeing with the program and the school culture change and supporting the budget independently, namely the school and the community self-help. As stated by the vice principal for the administrative and financial affairs, it is described in detail as follow.

After the workshop forum agreed with the programs and activities for the cultural school changes, the budget support was decided. For each program and each activity, a matrix was made to sort out the budget support in the form of money, staffs, goods, services, and the budget sources. The budget sources were various: from the school, the local community, and/or the third party. The task of the school leader and the committee was to look for the financial support from the third party. The forms of the support from the third party were also various, among others money, services, goods, and professional staffs. Meanwhile the financial support from the school was from two sources namely the grant fund from the government (the Ministry of Religion) and the student tuition.

All member of the school stakeholders knew and realized that the school operational cost should be in the form of money. The source of the school operational cost should be from the tuition and the dues. Even, the school had also planned a cooperation with the third party to establish a business which would be professionally managed by making use of the land located near the road next to the school. The school openness to the parties outside school had given an opportunity and possibility to revitalize the sources possessed to support the need for the school operational cost .

Planning, implementing and reporting the school operational budget were done by following the principle of transparency. Planning was made on the basis of the work

meeting held at the beginning of the fiscal year where all internal-external school stakeholders attended. The budget plan was adjusted to the school programs and activities, including the determination of the source and the form of fund from each activity. According to the vice principal for administrative and financial affairs, for the operational cost that had been definitive, its detail would be sent to all school stakeholders. Also, it was written in the school board so that it could be seen by all school stakeholders. At the end of the year, the use of the budget was reported to all concerned parties, for instance to the supervisor (the Ministry of Religion), the teacher council, the school committee and the class association.

The workshop on the cultural change also mandated to the leader and the teacher council to plan and implement contextual learning. Such learning activities adopted a student-centered learning approach. Teachers played their roles as the planners, the implementors and the facilitators to ascertain that the learning is still relevant to the curriculum and the dynamics of the world in the society. According to the scientific science, the school environment and the community were used as the learning media. This learning model enables all teachers, students, parents, and class association to be involved to support and facilitate the learning process. They were very enthusiastic, synergized and worked together to make the learning process be conducted effectively and efficiently. In detail it was stated by the vice principal for the curriculum and instruction affairs as follow.

The principle used in developing the teacher capacity at school was asah (caring), asih (loving) , and asuh (nurturing) for each other. Each month, a meeting was held to share knowledge and teaching experience. The learning process was carried out by making use of the school facility, school environment, and the community environment as the learning media. Each day, before entering into the classroom, the students did morning prayer and dhuha pray in the school yard, as their "morning tasks". At the end of the semester, each group made an environment-based learning portfolio. At the end of the year, a learning bazaar was held, where each class should exhibit learning results to the community and the community attended the bazaar in the school yard. This bazaar was held in cooperation between the students and the class associations, and the showed their best works.

According to the head of the school committee, the development of the school was done by following the ancestor values, namely mutual cooperation. Mutual cooperation was adopted in building houses, mosques, schools, bridges and village roads. It was what was practiced by the people in village in the past. They could exist and develop by cooperating one another. As a result, it was such a value which was adopted at school either in the financing, learning, or school physical development aspects. According to the principal, "we always synergized hopes, desires, programs, activities with potency possessed by the village of the society".

The second is something the people remember (soft legacy). The basic change from a school that was not taken into account by the people into a school with good achievement, was not local but national within two school leadership periods and it is an extraordinary achievement. Even the principal said that once an institution from the US made a comparative study to MIN Tegalasri. This comparative study was intended to know the growth process directly, the school development and management in this

school. At that time, MIN Tegalasri was one of the practical pilot schools representing the Ministry of Religion that succeeded in reaching a school cultural change.

The representative of the class association said that the principal always had new and interesting stories to listen to. Most student parents/guardians who picked up their children did not directly leave the school before listening to the principal newest story. As a result, the principal often spared time to approach to the crowds of the student parents/guardians who were waiting for their children in the school yard. Taking shelter under the trees in the school yard, the principal always told and informed the development of the school programs and activities. Such opportunities were always utilized by the principal to share ideas of development and to tell stories of the success of the school. In such a non-formal activity, the student parents/guardians were enthusiastic to listen to and to be willing to support ideas that would be implemented by the school.

According to the head of the school committee, the principal was a person who could easily convince others. He stated that it was for the first time that there was a member of the school committee coming from another village and area. At that time, the principal convinced two people namely Mr Sunu, living in Wlingi village, Wlingi sub-district to be willing to join in become the member of the school committee. The other was a businessman from Sidoarjo regency. The two persons from out of the village, according to the school committee, gave great contributions for example, in each Eid Adha, they contributed cows and sheeps for the qurban at school, so that each year the school always held a routine activity of qurban in the school yard assisted by the school committee and the class association in the Ied Adha.

According to the teachers, the principal was an effective leader in implementing the programs and activities. All ideas, plans and school activities based on the results of work meetings held at the beginning of the year could be fulfilled in the academic year. The principal work effectiveness and leadership was an important instrument in changing and transforming the village school into a school which was taken into account at the national level. Each idea was communicated and carried out together with all concerned parties. Almost all school programs and activities involved the community and other third parties. The involved parties were always different between one program and the other. The school culture became lively and dynamic and all teachers and other stakeholders also competed to deliver original ideas in developing the school so that it would be better.

The principal effectiveness in transforming the school into a better one was also recognized by the local officers and the Ministry of Religion in Blitar regency. As stated by the chief of the section of the public information of the Ministry of Religion of Blitar regency, the principal of MIN Tegalsari was the best asset once possessed by the ministry of Religion of Blitar regency. He could work in a discipline manner, embrace and involve all people and he also had an ability to lobby others to support the school programs and activities. His programs and activities did not only depend on the budget subsidies from the Ministry of Religion, but even he could look for supports from the third party. Besides an effective communicator, he also had efficient attitudes and actions in making decisions and implementing them. The ability made him able to implement school programs and activities effectively and efficiently. The research results are presented in a simple way in Table 1.

Table 1. Findings of Research Results

Indicator	Sub indicator
<i>Hard legacy</i>	Changing into a superior school
<i>Soft legacy</i>	1. Collaborative/mutual cooperation 2. Trans-effective leadership 3. Effective communicator

Source: Research, Kholis *et al*, 2020

Discussion

The school legacy which was much discussed in 1990s in the US was instructional leadership. The study was focused on the effects of leadership on the effectiveness of the learning process at school (Hallinger & Heck, 2010). Learning is the main aspect to change a school into a superior one. Hence, each principal should focus his attention to effective learning policies to realize the learning goal in line with the competencies expected by the school. For example, MIN Tegalsari, Blitar regency developed an Adiwiyata green school. At last this school won the national champion. On the basis of the previous research results, this achievement was actually affected by the effective instructional leadership (Munardji, Kholis & Mufidah, 2020). The principal was the main factor in determining the direction of the learning policy in accordance with the principal leadership vision.

A principal with strong vision, effective communication and entrepreneurship competence will be able to make rapid changes (Hörnqvist & Leffler, 2014). The three factors may make an effective principal reach his school goal, or he is more properly called as an effective principal. Effective principals are those who can make changes and transform their schools into better ones either in learning or school culture. School changes are much determined by school internal and external factors, especially school principal leadership, either instructional or transformational leadership (Hallinger, 2003). Some previous researches found that a principal is a dominant factor in making changes and moving all school stakeholders (Kholis, Zamroni & Sumarno, 2014). As a result, in order that a principal has memorable legacy serving as good practices for the next generation, he needs to have a vision and abilities to communicate to all school stakeholders.

The principal hard legacy in MIN Tegalsari is that he could change the school from a school that was not taken into account by the people into a quality school. The changes through a systematic and measurable process started from the school internal culture and stakeholders' participatory cultures even the members of the school stakeholders coming from out of the local village. The changes were not realized instantly, but they were through the process from establishing the core team of the school changes, communicating to all members of the surrounding community, the student parents/guardians, and other school stakeholders. The school management was changed totally, the school culture was modified as a whole, and a community participation culture at the stages of the process of planning, coordinating, implementing and evaluation of the school programs was developed.

The principal leadership legacy at MIN Tegalsari, Blitar, Indonesia can be grouped into two namely positive and negative legacies. Positive school legacy can usually be used

as a learning model can be continuously developed by the school from one generation to the next. A school with positive legacy and being able to develop it will become a school culture that may make it develop well and superior. A leader who is successful in developing an institutional culture well is caused by the fact that it is influenced by a strong character of its leader (Levy, 2020). Therefore, it needs synergistic efforts to strengthen the driving character of the school leader. Strengthening principal leadership character becomes urgent. The government can cooperate with educational consulting agencies or the appointed institutions to implement the programs of strengthening the driving leadership character for principals.

A driving school leadership character is those who are willing to delegate authorities their vices and teachers in line with the needs of the school programs. It is one of the matters that causes a significant change of MIN Tegalsari into a superior school that distributed authorities to implement school programs may reduce negative impacts when the change of the principal occurs (Hargreaves & Fink, 2006). Getting used to collective leadership at school will be beneficial as the process of regeneration, assure the continuation of the school program legacy and productive social capital. The three benefits from the collective leadership at last may improve school effectiveness, either in the school management aspect, learning and relation with the surrounding community. The study conducted by Nappi found that distributing school leadership authorities may result in two things simultaneously namely school social capital and effective school (Nappi, 2014).

Each attainment of policy, program or leadership activity is always remembered by his members either good or bad leadership legacy. A good leadership achievement will be recalled as an effective leader who has given contributions to the institution. The principal leadership at MIN Tegalsari, Blitar Regency is remembered by the community members, the student parents/guardians and school stakeholders as an effective leader in changing the school into a superior school. On the basis of the research results, there are three things recalled by the school stakeholders from the principal: a collaborative leader, a trans-effective leader and an effective communicator. The three characteristics of this principal leadership become special that disembody in the driving leader. He succeeded in driving all school elements to reach his policy namely a superior school.

An effective leadership contributes to the increase of the school superiority directly and indirectly to the quality and the success of learning at school (Hallinger & Heck, 2010). Learning quality may be reached if the school condition shows the followings: the academic atmosphere grows well, facility and infrastructures are enough, the participation from all members of the school stakeholders develops (Hipp, 1996), and it is also strengthened by the research results from Li et al (Li, Hallinger & Ko, 2016). School (physical and social) environment may be utilized or synergized into the learning process, for example, it is made as a laboratory or learning media. Such learning adopts a contextual learning model, the students get direct experiences besides getting theoretical knowledge. Suggested Good learning combines activities that enable interactions between the students and the teachers, independent activities and interactions among students.

An effective principal leadership is the principal possessing a vision in managing a school for the learning effectiveness and efficiency (Tarim, 2015). Teachers function

as implementors of the principal learning policy. Teachers' involvement in developing learning policies is a necessity, therefore, the principal needs to develop collaborative leadership with his vice principals and teachers. Teachers are leaders in the class, they should be given discretions in making their innovations and creativities in dynamics and various class situations. It is also the case for the vice principals. They should be given opportunities to plan and implement their authorities. According a research result, collaborative leadership may improve the efficiency of the school programs attainment (Hallinger & Heck, 2011). A hood school atmosphere then may improve participation (mutual cooperation) among all school stakeholders (Bandur, 2012). School stakeholders participation, from the vice principals, teachers, students, student parents/guardians, school committee to local community becomes a key of transformation into a superior school.

A transformational leader is able to become a model, an inspirator, an effective director, a strong motivator and a solver of all problems the institution encounter (Kouzes & Posner, 2004). He has a creativity and innovation power to reach a success for programs and activities of the institution. A transformational leader inspires each individual in an organization to work more effective and efficient (Hurduzeu, 2015). The achievement of the institutional goal for a transformational leadership also mens improving each involved individual welfare. Programs and activities developed and expected to achieve should be coordinated with all member on the basis of the time schedule which has been participatory determined. And, what is also important is that a leader should give broad authorities in accordance with the work scope of each element of the institution.

The change into a superior school would be more quickly felt by the school stakeholders if it is reached in a certain leadership period. Consequently, what is effective is the change of a school into a better and meaningful one. A previous study found that a school led by a professional principal may change the school effectively, he would be remembered that he has inherited a spectacular and long-lasting school (Botha, 2004). Such a change is led by a principal that possesses god personal capacity, trust and values. A school is developed with the focus on the improvement of the educational personnels and education staffs professional capacity (Wang, Gurr, & Drysdale, 2016). Hence, efforts to improve the capacity of the school manager, the collaborative leadership model, and to widen supports from all school stakeholders contribute to the change into a superior school effectively.

Supports from internal-external school stakeholders will increase if they have knowledge, comprehension, and positive responses to the school a programs and activities (Ajzen & Fishbein, 1977). As a result, it needs a principal with effective communication competence. This present research found that the principal was an effective communicator so that the teachers, student guardians/class association, and the school committee were willing to support the school programs, even they were willing to accept the principal's story every day while they were fetching their children. The emotional closeness between the principal and the student guardians improved their trust to the school programs and activities. The stakeholders trust to the leader facilitated him to campaign the programs and activities to be supported by them.

A principal effective communication is correlated with the improvement of a good school climate and the achievement of the learning goal (Halawah, 2005). in each stage

of development and the dynamics of the school programs and activities, an effective communication is needed, including an ability to recognize characteristics of the school stakeholders so that they may be involved voluntarily (Husain, 2013). Each member of stakeholders has a variety of expectations, goals, motivations, and characters in organization. The knowledge and sensitivity to this variety makes the principal able to adjust to them for the achievement of the school programs. School stakeholders' involvement in each school program and activity, including the learning due to the communication and interactions factors between the school party and the stakeholders. Therefore, an effective communication skill is a great need for each principal.

Conclusion

In summary, MIN Tegalsari has changed into a superior school. The superiority of this school is marked by the changes in the school cultures among others more transparent and accountable school management, environment-based and fun learning, and improvement of support/participation from school stakeholders. Second, the school soft legacy is collaborative (mutual cooperation) leadership, trans-effective leadership and effective communicator. Third, this leadership model is the main aspect that is remembered by stakeholders and is meant as an important factor of the school change, from an unaccounted for school into a superior school. The principal is considered to be a leader succeeding in reaching a superior school program by transforming himself into an effective principal. Hence, the three factors of leadership may be meant as the basis of change to become a superior school.

The research subject is school stakeholders and/ the local community which is variously viewed from religious, cultural and economic level aspects. The community concern and mutual cooperation in assisting the principal in developing a superior school becomes the example of best practices for school practitioners or academicians. Theoretically, religious and social values become the basis for developing the community mutual cooperation (collaboration) spirit in developing a superior school. They have contributed in the thoughts, energy and fund aspects,. However, this present research has not fully portrayed whether a community diversity becomes a determinant for the development of a mutual cooperation culture or vice versa, which then may be transformed into a smaller scope namely school. Moreover, this research has not also described whether the values of each community religion becomes a doctrine and whether an activator to mutual cooperation help fellow human beings. The success gained by a principal in encouraging school stakeholder is not a determinant since conceptually, a community involvement is also determined by factors of attitude, behavior control made, and also descriptive norms.

This research subject is much dominated by active school stakeholders. This condition causes the collected data to give a less portrait of the diversity of the school users. Information from the student parents/guardians and/or community members who are inactive from social activities should be listened to. Therefore, it is urgent to widen the subject variety. Suggestions for the next researchers. The first is that they should examine the motivation of the community mutual cooperation in assisting public institution in village. The second is that they should investigate religious values and faith underlying mutual cooperation cultures. The third is that they should research the community religious and cultural doctrines so that the community lives harmoniously in diversity so that they may be adopted by other communities. The fourth is that they

should examine whether effective principals are innate factors or the results of education and training. A quantitative approach should also be conducted to complement the shortage of the existing data so that a theory of cultural development of a superior school in various settings may be found. Moreover, a mixed research approach may be adopted so that a more comprehensive data may be used.

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The Legacy of a School: Developing Better Schools Based on Mutual Cooperation

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Abstract

This research aimed to analyze (1) how hard legacy was used to develop a school—namely MIN (Madrasah Ibtidaiyah Negeri) Tegalsari, Wlingi sub-district, Blitar Regency—and (2) how soft legacy was applied at the same school. The research took a qualitative approach with a case study design. It was conducted at a madrasa, namely MIN Tegalsari in Blitar Regency, between January and June in 2020. The research was concerned with school programs and activities and the impressions of the school's stakeholders about them. In-depth interviews, observations, and documentation were used for data collection. What is more, the data's validity was checked for credibility, transferability, dependability, and confirmability. The data were then integratively analyzed through data presentation, data reduction, and the drawing of tentative conclusions. The results revealed firstly that the school's legacy has resulted from a transformation from a school that was not well-regarded by the community into an excellent school. The dramatic improvement in this school was marked by changes in its culture in terms of transparent and accountable school management, environment-based and enjoyable learning, and increased support and participation from various school stakeholders. In addition, the school also has a soft legacy that manifested in three aspects, namely a collaborative leadership structure, transformational leadership, and effective communication.

Keywords: *management, accountability, legacy, stakeholder.*

Introduction

During the 1960s, an argument that emerged from Coleman's (1968) research was that a school's approach cannot be grafted onto another school, so it is impossible for a school to imitate to another school that it considers to be better. Others, meanwhile, have assumed that the success of a school may be emulated (i.e., grafted) in other schools. As a result, comparative studies have been recommended to learn the best practices of certain schools, and even now, comparative studies from elementary to tertiary levels have been undertaken. However, such activities cannot automatically translate the best practices of one school to other schools. Indeed, many factors contribute to why a school may be more effective and efficient than others.

The quality of a school, among other things, is determined by its culture. The stronger this is the better, so a superior academic culture in a school contributes to how effective the school will be (Hargreaves, 1995). The academic culture of a school is defined by the extent to which all members of the school community develop competitive attitudes, spirits, and behaviors (Adebayo, 2013). Good schools always develop a good culture, both internally and externally. Previous studies conducted by Purkey & Smith (1983) and Murphy (1983) found that leadership plays a key role in developing the school culture. Indeed, a clear and measurable vision is needed for a principal to lead all a school's stakeholders in delivering the shared goal of academic excellence. Thus, a clear vision, a detailed mission plan, comprehensive aims, and thorough programs can enhance work spirit.

There are many determinants of a good school culture, including, among other things, the various physical inputs (e.g., the characters of students and teachers, library and classroom facilities, etc.), the socioeconomic composition of teachers and students, the morals among school community members, teachers' aspirations for their students, and students' interest in learning (Coleman, 1975). What is more, it is also important to communicate the school's programs and activities to concerned external parties. In this era of technology, there are many ways (e.g., social media) to promote a school's programs and activities. The principal who participated in this research made use of social media and social networking to improve the participation of relevant school stakeholders. School-based social media is therefore a matter of urgency for school management to develop a good school culture.

Each school principal leaves a legacy that is inherited by his or her successor, and this may be used to assist in managing the school. The achievements of a principal's ideas and programs may be referred to as political legacy, which can be defined as impacts of leadership that continue to be felt by subsequent school principals. Such political legacy usually manifests when a principal retires or moves to another school. In such cases, the principal's achievements in both academic and non-academic aspects continue to be felt, to some extent, even after he or she leaves the school. In political sciences, a principal's legacy may be distinguished into two forms, namely *hard legacy* and *soft legacy* (Fong, et. al., 2017).

Fong, et. al., (2017) adopted this theory in their political study aimed at portraying the leadership of the President of the United States. Their research theoretically divided political legacy into two types, which we used to analyze leadership at school. Hard legacy is a leader's concrete work. For a governing official, hard legacy is policy achievement, such as a measurable public policy. Soft legacy, meanwhile, reflects the wider public memory of a leading figure. Soft legacy is inevitably influenced by hard legacy, however, because a leader will rarely be remembered well by the public if he or she never made any concrete achievements. In contrast, a leader will be remembered and regarded well by the public if he or she did some good work that improved people's quality of life or an institution's quality.

Each principal should perform duties with awareness of the current conditions while aiming to realize measurable changes in future. This awareness is created by reflecting on the problems encountered (internally and externally), the school's academic culture, and the expectations of school stakeholders that have yet to be realized. With such an awareness, principals can create a vision that will be realized within the period of their leadership. For a leader, this vision is not merely a piece of paper pinned to the board but rather an inherent drive that stimulates leadership and progress in the form of programs and concrete activities. These are then promoted to develop relationships with stakeholders, so they will help realize the vision.

Previous studies of school legacy have been mainly conducted in the field of education politics, such as segregation schools (Horsford, 2010; Reece & O'Connell, 2016; Lemon, et. al., 2009; Bell, 1977; Saporito & Oni, 2006). Other researchers, meanwhile, have focused on school legacy for improving learning quality and cooperation among all school stakeholders (e.g., Raudenbush, 2009; Orr & Goodman, 2010; Cummins,

2015). A school's effectiveness is determined by two main factors, namely learning quality and the effectiveness of the principal's leadership in developing the school to reach its quality goals. This topic was explored by Cheng (1994) to find the best model for creating a superior school. This present study, meanwhile, intended to explore leadership effectiveness for realizing a superior school culture.

More specifically, this research focused on two matters: (1) How is hard legacy used to develop MIN (*madrassa Ibtidaiyah Negeri*) Tegalsari, Wlingi sub-district, Blitar regency? And (2), how is soft legacy applied to develop this school? Knowledge about a school's hard legacy could potentially assist practitioners and academics in formulating specifications for superior schools and models to realize them. A detailed explanation of the various superiority specifications will help other principals to replicate successes and develop schools in line with the desires of the school's stakeholders. Knowledge about a school's soft legacy, meanwhile, may be used as a reference for identifying other determinants of a superior school. Indeed, these two aspects of a school's legacy may ultimately be used to develop a theory for achieving a superior school culture.

The results of this research are expected to lead to a description for how a school's legacy can be effective in achieving improvements. Moreover, this could lead to a detailed map for cooperation-based school development. Indeed, the community's involvement in developing a school depends upon the principal's leadership characteristics, because an ambitious, driven principal will encourage the local community to become actively involved in the process of improvement. What is more, a culture of mutual cooperation that is passed from one generation to the next may be useful in developing a school. As a result, the principal should know and understand the values, norms, and socio-religious culture of the local community. When a school is transparently managed and includes the community based on its cultural values and beliefs, it will help the principal to engage the community in actively developing a good school (Yamauchi & Purcell, 2009).

Methods

Research Type and Approach

A qualitative approach was chosen for this research (Cresswell, 2018; Miles & Huerman, 1994) based on the following reasons: (1) the setting was natural, (2) the examined case occurred some years ago, namely during Saiful's tenure as principal from 2000 to 2010, and (3) MIN Tegalsari developed well in this period in terms of the number of students, community participation, and changes in the school culture. Other considerations to choose the qualitative was based on : (1) the data to be gathered dealt with knowledge, points of view, awareness, and subjective interpretations of the social dynamics of the internal-external school environment; (2) the subjective interpretations of the principal's most impressive achievements in developing a good school culture; and (3) the subject's experience of dealing with the phenomena of developing a school, both the negative and positive aspects (Husserl, 2001).

This research was conducted at MIN Tegalsari, Wlingi sub-district, Blitar Regency, Indonesia and ran from January to June in 2020. MIN Tegalsari was previously a madrasa (Islamic school) that had been independently established by Islamic figures in the village. It originally did not have any school buildings, with the students studying in

three homes of local residents. All the residents in Tegalsari—both Muslims and non-Muslims, such as Hindus, Buddhists, and Christians—worked together to establish the madrasa. At the beginning, seven students were non-Muslims. Solidarity, harmony, and a culture of mutual cooperation in social activities were therefore well maintained in the community despite people following different religions.

Mutual cooperation and assistance among the people of different religions has continued for a long time. While the research was being conducted, the researchers observed non-Muslims giving snacks to the workers building a mosque in the madrasa. This cooperative culture among the community is important social capital for the process of building the cooperation needed to develop a superior school, because such cooperation does not only reflect among the citizens but also between these citizens and their social institutions. For instance, a culture of cooperation in the community can be transferred to building and operating schools, mosques, churches, temples, and other public facilities. For the people of Tegalsari, their attitudes have passed through the religious space, but the common good in the wider social space supersedes the narrow religious one.

Participants

Participants of this study were 12 persons, 7 male and 5 female. The participants were composed of principal 1, deputy principals 3, parents of the students 3, school teacher 3, and school communities 2. See table 1.

Table 1. Study Participants

No	Participants	Male		Female		Total
		F	%	F	%	
1	Principal	1	8.3	-	-	1
2	Deputy principal	2	16.6	1	8.3	3
3	School teacher	1	8.3	2	16.6	3
4	Student parents	1	8.3	2	16.6	3
5	School community	2	16.6	-	-	2
		7	58.5	5	41.5	12

The 12 participants have their own role and function. The principal performed to grow, develop and mobilize for changes to occur according to the school's vision and mission. The vice principal for curriculum and teaching has the function of compiling lesson schedules, coordinating curriculum implementation, and supervising teacher teaching (internal); vice principal in the field of administration and finance has the function of planning the budget, coordinating and supervising the use of the budget; vice principal for student affairs and cooperation has the function of growing and developing students' talents and interests and developing school internal-external cooperation. Three selected guardians provide information about the dynamics of school development, both aspects of soft legacy and shard legacy. In addition, three selected teachers function as policy implementers and the development of quality teaching programs while providing information about the community.

Data-Collection Techniques

The data were collected using three techniques, namely in-depth interviews, observations, and documentation (Cresswell, 2018; Miles & Huberman, 1994). The in-

depth interviews were the main tool for data collection. If concepts arose in the in-depth interviews that could not be fully understood, observations were made and/or documentation—such as in the form of pictures, photos, and videos—was examined. In-depth interviews started with the key informant, namely the principal, and this gave a general picture of the dynamics of developing the school from its previous state. Observations and documentation techniques were also adopted to completely and concretely understand any concepts that could not be grasped orally. Indeed, it is necessary to gain a detailed, deep comprehension, especially for unique concepts, hence why the observations and documentation were needed.

The data were collected through various stages: First, an exploration was made. The second stage then went into more depth, before the third stage identified patterns. The exploration stage involved the principal and the vice principal for the curriculum and learning affairs. Following this exploration, in-depth interviews were conducted to learn about the technical aspects of implementing the programs and activities, and these interviews involved the teachers, members of the school committee and the class association, and representatives of the local community. During the interviews, the researchers did not bring any interview materials because they had memorized in detail the objects and indicators they wished to investigate. The researchers were therefore more free to act naturally during interviews. The final stage was to identify patterns through the process of data collection, selection, and reduction.

Trustworthiness of Data

The collected data in this study needed to fulfill four criteria, namely credibility, transferability, dependability, and confirmability. First, credibility requires that all research participants fully know the entire situation. Consequently, the researchers engaged with the participants for a relatively long time and tried to confirm the data and the results of the analysis with other participants (i.e., peer checking). Second, to ensure transferability, the researchers tried to present data and analyses in a way that enabled the readers, participants, and other parties to gain knowledge through clear descriptions of the context and the research results. Third, for dependability, the consistency of the findings and data analyses is key if it is to be studied by other parties. Other researchers should be able to obtain the same data and analysis results if they were to examine the same object using the same methods used in this present research. As such, the researchers performed a structured data analysis and interpreted the research results well, so that other researchers would be able to yield the same or similar research findings and conclusions. As a result, the researchers tested the obtained data using stability, consistency, and equivalence standards. Finally, for confirmability, the researchers attempted to reveal and analyze the data transparently, so that other parties (e.g., researchers, participants) could agree with all the research results.

Data Analysis

The data analysis went through a continuous process from data presentation to data reduction before drawing tentative conclusions. The analysis process in this study adopted theory of Miles & Huberman (1994) that is interactive analysis. Miles & Huberman (1994) outline four steps; data collection, data reduction, data display, and verification and conclusion drawing. The data was presented based on the categories of the research focus, and this was followed with tabulation to facilitate the data

categorization. The results of the data presentation were then standardized in line with objective conditions in the field. If any data seemed inappropriate to our needs, they were moved into backup files. The next step was to draw tentative conclusions. The researchers then discussed the results with peers and some informants. If the data were still considered to be incomplete, the researchers collected additional data according to the need, such as by deepening and exploring further. The three steps of the data analysis were repeated until it was deemed valid according to the validity criteria given in the sub-section above. Some firm conclusions were then drawn.

Results

Theme 1: Principal Leadership

The first area concerned the concrete achievements of the principal's leadership (i.e., the hard legacy) in the 2000–2010 period. This involved transforming a marginal school that was not well-regarded by the parents and guardians of prospective students into one that drew the interest of many people, even from beyond the village. The principal therefore succeeded in developing it into a superior school. Prior to this, the community referred to the school building as “a goat pen,” since it was unmaintained, dirty, smelly, and certainly not pleasant. This was described by the principal:

- (1) *In the past, when I first entered this school, the condition was unpleasant. The building was unmaintained, dirty, and smelly. Especially in the rainy season, there was mud, and the traces of children's playing could be seen on the walls of classrooms. The classrooms were never locked, so sometimes goats entered them at night. In the morning, no one cleaned them, and all the teachers came late, and it was even the principal who should clean them. Most teachers also worked in other places or had jobs besides being teachers, so they came late, and after teaching, they went directly home.*

Indeed, according to the principal's reflection, the school's condition was really bad. The principal, together with the vice principal for the curriculum and teaching affairs, had discussions and found solutions for developing attitudes and habits of mutual cooperation at school. The aim of this program was to involve all the school's stakeholders, both internal and external, as stated by the vice principal:

- (2) *The keyword we agreed upon is mutual cooperation. All internal and external school stakeholders were involved in each school program and activity. Through this mutual cooperation, we could make changes in all school aspects. Through this mutual cooperation, we were able to hold workshops, meetings, and visitations with all members of the class association. Because of this mutual cooperation, all programs and activities that had been considered impossible became easy.*

Theme 2: School Change

This fundamental change had been brought about by the principal. He presented his ambitious ideas to all the school's stakeholders in a workshop forum about school cultural changes. According to the principal, there were three targets for change agreed through this process of mutual cooperation, namely budget transparency, contextual

learning, and synergy between the school and the community. These three targets became the trigger for community involvement with the school for developing a superior school. On the basis of the relevant document, the researchers studied the motto of the principal, namely “Mutual cooperation changes everything.” The principal conveyed his vision and programs to anyone, anytime with the expectation that they would want to become involved in them and cooperate in developing a school that the community could be proud of.

The principal always communicated programs and activities in formal forums at school and non-formal ones in the community. A prominent figure, who also served as the head of the school committee, also helped promote the school’s programs and activities. This person stated that he thought that the principal and the head of the school committee should possess the same vision and awareness when a school is developed through mutual cooperation, so everything will be developed in the same way. The involvement of all people from various socioeconomic backgrounds is also vital, so everyone will understand the changes to be carried out. They should also all know about the school’s mission, programs, and activities.

Making big changes also needs a big budget, however, and this was a reason for many teachers to be pessimistic. According to the vice principal for administrative and financial affairs, to realize the dream at that time, a workshop involving all teachers, the school committee, and representatives of the students’ guardians was held. The principal acted as the facilitator in the workshop, with the agenda being to equate perceptions of the programs, match the budget with the programs, and plan for where the money would come from. The workshop made an important decision in terms of agreeing with changes in the school’s programs and culture and supporting the necessary budget independently. The vice principal for the administrative and financial affairs described this in detail:

- (3) *After the workshop forum agreed the programs and activities for school cultural changes, the budget support was decided. For each program and each activity, a matrix was constructed to establish the budget support in terms of money, staff, goods, services, and the budget sources. The budget sources were various: the school, the local community, and/or third parties. The task of the school leader and the committee was to look for financial support from third parties. The forms of support from these third parties were various, such as, among others, money, services, goods, and professional staff. Meanwhile, the financial support from the school came from two sources, namely a grant from the government (the Ministry of Religion) and the student tuition fees.*

Theme 3: Transformation and Cultural Change

All the school’s stakeholders accepted that the school’s operation needed money. Some funding came from grants and tuition fees, but the school also planned to cooperate with a third party to establish a business, which would make use of the land next to the school, near the road, and be professionally managed. The school’s openness to outside

parties gave an opportunity to secure the resources needed to support the school's operational costs.

Planning, implementing, and reporting the school's operational budget were all done under the principle of transparency. Planning was undertaken based on the work meeting held at the beginning of the fiscal year, which all internal–external school stakeholders could attend. The budget was adjusted to accommodate the school's programs and activities, including a determination of the source and form of funding for each activity. According to the vice principal for administrative and financial affairs, before the operational costs were definitive, the detail would be sent to all school stakeholders. In addition, it was displayed on the school board, so it could be view by anyone. At the end of the year, how the budget was used was reported to all concerned parties, such as to the Ministry of Religion, the teacher council, the school committee, and the class association.

The workshop on cultural change also mandated the principal and teacher council to plan and implement contextual learning, where learning activities adopt a student-centered learning approach. Teachers played roles as the planners, implementers, and facilitators to ensure that learning was still relevant to the curriculum and the dynamics of society. In a scientific sense, the school environment and the community were together used as the learning medium. This learning model enabled all teachers, students, parents, and class association members to become involved in supporting and facilitating the learning process. They were very enthusiastic and synergized in working together, so the learning process could be conducted effectively and efficiently. The vice principal for the curriculum and instruction affairs discussed this in detail:

- (4) *The principle used for developing the teaching capacity at school was based on asah (caring for), asih (loving), and asuh (nurturing) each other. Each month, a meeting was held to share knowledge and teaching experiences. The learning process was conducted by making use of the school facilities and environment, the community environment, and learning media. Each day before entering the classroom, the students did morning prayer and dhuha prayer in the school yard as their “morning tasks.” At the end of the semester, each group put together an environment-based learning portfolio. At the end of the year, a learning bazaar was held, where each class could exhibit their learning products to the community at a bazaar in the school yard. This bazaar was organized with cooperation between the students and the class associations, and it showed their best works.*

According to the head of the school committee, the school was developed by following the ancestral value of mutual cooperation. Mutual cooperation was common in building houses, mosques, schools, bridges, and roads for the village. This was what had been practiced by the village's people in the past. Indeed, they could only survive and develop by cooperating with one another. As a result, this value could be adopted at school for aspects of financing, learning, and physical development. According to the principal, “We always synergized hopes, desires, programs, and activities with the potency possessed by the village's society.”

The second area, soft legacy, relates to what people remember. The basic change was transforming a school that was dismissed by local people into one with a good record of achievement, not just locally but also nationally, within two school leadership periods. This was indeed an extraordinary achievement. The principal even mentioned that an institution from the US once made a comparative study of MIN Tegalsari, with the intention of directly learning about the growth process, the school's development, and management in this school. At the time, MIN Tegalsari was one of the practical examples put forward by the Ministry of Religion for succeeding in achieving a cultural change.

A representative of the class association said that the principal always had new and interesting stories to tell. Most of the students' parents or guardians who picked up their children rarely left the school before listening to the principal's newest story. As a result, the principal often spent time to engage with parents and guardians who were waiting for their children in the schoolyard. Taking shelter under the trees, the principal often conveyed information about the school's programs and activities. Such opportunities were always leverage by the principal to share ideas about development and tell stories about the success of the school. Thanks to such informal engagement, the parents and guardians were willing to support the ideas that would be implemented by the school.

According to the head of the school committee, the principal could easily convince others. He added that it was the first time that a member of the school committee came from another village and area. At the time, the principal convinced two people to join the school committee, namely Mr. Sunu of Wlingi village, Wlingi sub-district and a businessman from Sidoarjo regency. These two people, both from outside the village, made great contributions according to the school committee. For example, for each *Eid Adha*, they contributed cows and sheep for the *Qurban* at school. Thus, each year at *Eid Adha*, the school always held the routine activity of *Qurban* in the schoolyard with the assistance of the school committee and the class association.

According to the teachers, the principal was an effective leader in implementing programs and activities. All ideas, plans, and school activities were based on the results of work meetings held at the beginning of the year, so they could be fulfilled in the academic year. The principal's work effectiveness and leadership played an important role in transforming a substandard village school into one that was well-regarded at the national level. Every idea was communicated and carried out together with all the concerned parties, and almost all school programs and activities involved the community and other third parties, although the precise parties involved could differ between one program and another. The school culture became lively and dynamic, with all teachers and stakeholders competing to come up with original ideas for developing the school into an even better one.

The principal's effectiveness in transforming the school was also recognized by the local officers and the Ministry of Religion in Blitar Regency. The public information chief of the Ministry of Religion for Blitar Regency once said that the principal of MIN Tegalsari was the best asset possessed by the ministry in the regency. He could work in a disciplined manner and embrace and involve all people, and he also had the ability to

convince others to support the school’s programs and activities. His programs and activities also did not just depend on grants from the Ministry of Religion—he also looked for support from third parties. Besides being an effective communicator, he was also very efficient in making decisions and implementing them. His abilities allowed him to implement the school’s programs and activities effectively and efficiently. The research results are presented in a simple way in Table 2.

Table 2.
Findings of the Research Results

Indicator	Sub-indicator
Hard legacy	Transforming into a superior school
Soft legacy	1. Collaboration/mutual cooperation
	2. Transformational leadership
	3. Effective communication

Source: Research of Kholis *et al.*, 2020

Discussion

The school legacy that was much discussed in the 1990s in the US was related to instructional leadership. One study focused on the effect of leadership on the effectiveness of the learning process at school (Hallinger & Heck, 2010). Indeed, learning is the main aspect to consider when developing a mediocre school into an excellent one. Any principal should therefore focus his or her attention on effective learning policies to realize learning goals that accord with the competencies expected by the school and its stakeholders. For example, MIN Tegalsari, Blitar Regency developed an Adiwiyata green school, which won the national championship. Based on previous research results, this achievement can be said to have been influenced by effective instructional leadership (Munardji, et. al., 2020). Indeed, the principal was the major factor in determining the direction of learning policy in accordance with his leadership vision.

A principal with a strong vision, effective communication skills, and organizational competence will often be able to realize rapid changes (Hörnqvist & Leffler, 2014). Indeed, the above three factors enable a principal to achieve his school’s goals, so he or she may be accurately called an effective principal. Effective principals can make changes and transform their schools into better ones, both in terms of learning and school culture. However, this progress is also influenced by internal and external factors, and a school principal needs to show leadership to overcome these barriers (Hallinger, 2003). Some previous studies have found that a principal is the dominant factor in making changes and coordinating all school stakeholders (Kholis, et. al., 2014). As a result, in order for a principal to leave a memorable legacy that serves as good practice for subsequent generations, he or she needs to have a vision and the ability to communicate it to all school stakeholders.

The main hard legacy at MIN Tegalsari is how the principal could transform a school that was disregarded by local people into a high-quality one. This change occurred through a systematic and measurable process starting with the school’s internal culture and a participatory culture that encouraged school stakeholders in the local village. The changes were not realized instantly, of course, because they had to go through a process of establishing a core team for implementing changes and communicating the efforts to

all stakeholders in the surrounding community, including the parents and guardians of students and other school stakeholders. Thus, the school's management changed entirely, the school culture was modified dramatically, and a culture of community participation was established at the stages of planning, coordinating, implementing, and evaluating the school's programs and activities.

The principal leadership legacy at MIN Tegalsari, Blitar, Indonesia can be grouped into two aspects, namely positive and negative legacies. A positive school legacy can usually serve as a learning model that can be continuously developed by the school from one generation to the next. This way, a school with a positive legacy can continue developing itself and its culture in ever better ways. Moreover, a leader who is successful in developing a good institutional culture often has a strong character (Levy, 2020). Synergistic efforts are therefore needed to strengthen the characters of school leaders, and this is an urgent matter for principals. For example, the government could cooperate with educational consulting agencies or other institutions to implement programs for strengthening the leadership characteristics of principals.

A principal with a strong character is willing to delegate authority to the vice principals and teachers in line with the needs of the school's programs. This is something that contributed to the significant transformation of MIN Tegalsari into a superior school, because distributing the authority for implementing school programs can diminish the loss that is experienced when a principal leaves and is replaced (Hargreaves & Fink, 2006). Getting a school used to the habit of collective leadership will be beneficial in the process of regeneration, assure the permanence of the school's legacy, and generate productive social capital. The three benefits of collective leadership contribute to ultimately improving a school's effectiveness in terms of school management, learning, and the relationship with the surrounding community. A study conducted by Nappi (2014) found that distributed school leadership authority can improve the social capital and effectiveness of a school.

The attainment of a policy, program, or leadership activity will always be remembered by people as either a good or bad legacy. Good leadership achievements will mean a principal is remembered as an effective leader who contributed to the institution. Indeed, the principal at MIN Tegalsari, Blitar Regency is remembered well by community members, the parents and guardians of students, and other school stakeholders as a leader who effectively improved the school dramatically.

Based on the research results, the school stakeholders recalled three main things about the principal, namely that he was a collaborative leader, an effective leader, and an excellent communicator. These three characteristics are what made him special as a leader. He succeeded in leveraging all the school's assets to attain his goal of developing a superior school.

Effective leadership contributes to school superiority directly and indirectly through the quality and success of learning at school (Hallinger & Heck, 2010). Indeed, learning quality can be improved if the following conditions are met: i) the academic atmosphere develops well; ii) the facilities and infrastructure are adequate; and iii) and there is participation from all school stakeholders (Hipp, 1996). This is supported by the

research findings of Li et al. (2016). A school's physical and social environments can also be leveraged in the learning process, such as through laboratory sessions or learning media. Such learning adopts a contextual learning model where students get direct experiences in addition to theoretical knowledge. It is also suggested that good learning combines various activities that enable interactions between students and teachers, independent activities, and interactions among students.

Effective principal leadership manifests in a principal with a vision for managing a school and improving learning effectiveness and efficiency (Tarim, 2015). Teachers are the implementers of a principal's learning policies, however, so teachers' involvement in developing these policies is essential. A principal therefore needs to develop a framework of collaborative leadership with his vice principals and teachers. Moreover, the teachers are the leaders in their classrooms, so they should be given the discretion to pursue their own innovations in dynamic and diverse class situations. A similar principle applies to the vice principals. They should be given opportunities to plan and implement their own responsibilities. According to one study, collaborative leadership can improve the efficiency of a school's programs (Hallinger & Heck, 2011). A good school atmosphere can also encourage the participation of all school stakeholders (Bandur, 2012). In turn, the participation of vice principals, teachers, students and their parents or guardians, the school committee, and the local community acts as a keystone in the transformation process.

A transformational leader acts as a role model, a source of inspiration, an effective manager, a strong motivator, and a solver of all the problems that an institution encounters (Bandur, 2012). He or she demonstrates creativity and innovation to achieve success for the institution's programs and activities. Moreover, a transformational leader inspires every individual in an organization to work more effectively and efficiently (Hurduzeu, 2015). In addition, achieving institutional goals also means improving the welfare of every individual. Programs and activities that are developed and expected to be successful should be coordinated among all stakeholders and follow a schedule that has been determined through cooperation. Moreover, it is important for a leader to delegate broad authority in accordance with the work scope of each element in the institution.

The process of becoming a superior school will be more quickly felt by school stakeholders when it is completed within a certain leadership period. A previous study found that a school led by a professional principal could change dramatically, and this principal would be remembered as leaving a spectacular and long-lasting legacy (Botha, 2004). Such principals generally possess good personal capacity, a sense of trust, and values. What is more, a school is developed with a focus on improving the professional capacity of teachers (Wang, et. al., 2016). Hence, efforts to improve the capacity of a school's principal, the establishment of a collaborative leadership model, and the securing of support from all school stakeholders can contribute to improving the quality of a school.

Support from internal and external school stakeholders will increase when they know, understand, and respond favorably to a school's programs and activities (Ajzen & Fishbein, 1977), which requires a principal with effective communication skills. This

present study found that the principal was an effective communicator, such that the teachers, guardians and parents of students, class associations, and the school committee were willing to support the school's programs. They were even willing to listen to the principal's stories every day when they collected their children. The emotional closeness between the principal and the students' parents and guardians enhanced their trust in the school's programs and activities, which in turn helped him to secure support for further programs and activities.

Effective communication from a principal correlates with creating a good school climate and achieving learning goals (Halawah, 2005). Indeed, at each stage of developing the dynamics of programs and activities, effective communication is needed, as well as the ability to recognize the characteristics of the school stakeholders and what may trigger them into becoming involved voluntarily (Husain, 2013). Each stakeholder in an organization will have his or her own expectations, goals, motivations, and characters, and being sensitive to this variety allows a principal to accommodate them in a way that will achieve the school's objectives. It is therefore important to involve all stakeholders in school processes, so effective communication is a must-have skill for every principal.

Conclusion

In summary, MIN Tegalasri has transformed into a superior school, and this has been marked by changes in the school culture in terms of more transparent and accountable school management, environment-based and enjoyable learning, and better support and participation from school stakeholders. The school's soft legacy manifests in terms of collaborative leadership, transformative leadership, and effective communication. This leadership model is the main thing that is remembered by stakeholders, because it played an important role in the school's transformation from a mediocre school into a superior one. The principal is considered to have been an effective leader in elevating the school's status by demonstrating his own qualities. Hence, the abovementioned three factors of leadership could be regarded as a basis for improving a school's quality.

The school stakeholders and local community were viewed from religious, cultural, and economic aspects. Taking account of community concerns and seeking mutual cooperation help the principal to develop a better school, and this is a good example of best practice for educational practitioners and scholars. In theory, religious and social values can act as the basis for developing a spirit of mutual cooperation in the community, and this can be leveraged to improve a school. Indeed, stakeholders may contribute their ideas, time, energy, and funding. However, this present study has not fully established whether a community's diversity is really a determinant for the development of a culture of mutual cooperation or vice versa. Moreover, this research has also not determined whether the values of each religion act as a catalyst for mutual cooperation among fellow human beings. The success enjoyed by a principal in securing support from school stakeholders is also not simple to determine conceptually, because community involvement may be influenced by factors like attitudes, behaviors, and descriptive norms.

This research has been very much dominated by the roles of active school stakeholders, meaning that the collected data gives a limited picture of the full diversity of the school's users. Opinions from less active parents/guardians and community members

should also be solicited and considered. It would therefore be appropriate for future research to widen the variety of research subjects. There are also other suggestions for further research: First, a study could examine the motivations of the community in mutually cooperating to improve a public institution. Second, a study could investigate how religious values and beliefs underlie cultures of mutual cooperation. Third, future researchers could investigate religious and cultural doctrines where a community lives harmoniously in diversity, so that such practices may be adopted in other communities. Fourth, a study could examine whether the qualities of an effective principal are innate or the result of education and training. A quantitative approach should also be considered to complement the shortage of existing data, so that a theory of cultural development for excellent schools in various settings can be built. Moreover, a mixed-methods research approach may provide more comprehensive data.

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Subject: Letter of Acceptance

Dear Nur Kholis,

I am pleased to write this letter of acceptance for the manuscript entitled "*The Legacy of a School: Developing Better Schools Based on Mutual Cooperation*". Your paper is scheduled to be published on the next regular issue (Vol. 13, issue:1) of Journal of Social Studies Education Research (March, 2022). The paper will be open access and available online at the website of the journal in March, 2022.

Best regards,

23.01.2022

Assoc. Prof. Bulent Tarman

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