

SCHOOL LEADERSHIP IN GLOBAL PERSPECTIVE: A STUDY OF THE INFLUENCE OF ORGANIZATIONAL CULTURE, ABILITY, AND MOTIVATION BASED ON GEOLEADERSHIP MODEL TOWARDS LEADERSHIP CAPACITY IN REALIZING INTELLIGENT SCHOOL AT CATHOLIC JUNIOR HIGH SCHOOLS IN WEST JAVA, INDONESIA

SHERLY ILIANA ISKANDAR

***ABSTRACT:** Indonesia is a part of the world in the process of globalization. Ready or not, Indonesia is involved in the changing of competition paradigm, from material to knowledge competition. This demands the government and educational institution to be ready with strategy and global vision in taking needed steps for adjustments and changes. This quantitative study on 130 Catholic Junior High Schools Leaders in West Java area in Indonesia, about the influence of organizational culture, ability, and motivation based on geoleadership model towards leadership capacity, is conducted in responding to the radical impact of globalization to all aspect of life, including education in Indonesia. It is urgently needed to find a model of educational leadership to create intelligent school as an appropriate school for this situation. The result of the study showed that ability has the strongest influence (48.23%) to leadership capacity, followed by motivation (32.37%), and organizational culture (16.34%). Recommendation for Catholic Junior High Schools Leaders in West Java area in Indonesia is improving ability, motivation by training, and improving organizational culture by creating a conducive working climate to develop leadership capacity in realizing intelligent school.*

***KEY WORDS:** Organizational culture, ability, motivation, geoleadership model, leadership capacity, and intelligent school.*

INTRODUCTION

Globalization is often defined as “worldly”. An entity, no matter how small, is delivered by anyone, anywhere, and anytime spread throughout the world. Inevitably, all countries and nations are involved in this process. Globalization

Dr. Ir. Sherly Iliana Iskandar is a Cum Laude Ph.D. Graduan of the Educational Administration Program at School of Postgraduate UPI (Indonesia University of Education), Jalan Dr. Setiabudhi No.229 Bandung 40154, West Java, Indonesia. She can be reached at: shc@melsa.net.id

cannot be avoided; it seeps through all aspects of life: economics, politics, socio-culture, and education. The advances in education, information and communication technology have eliminated the borderline of countries. According to Naisbit, it is marked by the fast paced and everchanging external and internal environment without a specific pattern (cited by Hartanto, 2009:3).

Indonesia is a part of the world in the process of globalization. Ready or not, Indonesia is involved in the changing of competition paradigm, from material to knowledge competition. This demands the government and educational institution to be ready with strategy and global vision in taking needed steps for adjustments and changes. One of them would be that education, especially Junior High School as part of basic education, needs to prepare school leaders physically, mentally, morally, and spiritually, because having qualified human resources can bring positive impact on education (school) in facing the globalization era. “*The greatest challenge facing leaders in this era of globalization is working effectively through cultural barriers to achieve business goals and objectives*” (Wibbeke, 2009:xvii).

Although insignificant when compared to continuous and fast changes resulted from globalization, education in Indonesia has been changing since its independence day until now. Catholic school is one form in which the Catholic society participates in the process of developing the intellectual life of the Indonesian youth through education based on *Pancasila* (five pillars of the Indonesian nation-state) and *Undang-Undang Dasar 1945* (Constitution of the Republic of Indonesia), with their own uniqueness.

However, educational institutions need to keep doing self reform to keep their existence in this era. The ability for Catholic schools to survive in this globalization era is determined by the ability of their human resources, especially their school leaders in adapting themselves the changes. This is supported by E.S. Wibbeke (2009:21), who states that globally, societies are changing and so are organizations. Globalization and other changes create a new business (read as organization) climate, which requires different competencies from leaders.

There are some factors that slow down the development or improvement of education, i.e. school leaders who take a long time in responding and making plans to change. There are even a number of apathetic headmasters towards the changes happening in this era. The Department of National Education of Indonesia estimated that 70% out of 250 thousand school leaders in Indonesia have weaknesses among others managerial competence and supervision (Susanti, 2008).

About leadership, S.D. Weiss, V. Molinaro and L. Davey (2007:3) said that building leadership capacity is mission critical. This is the conclusion of more and more senior executives who are making the connection between leadership capacity and competitive advantage. Furthermore, A. Harris and L. Lambert (2003:5) also stated that the capacity building is concerned with developing the conditions, skills and abilities to manage, and facilitate productive change at school level.

School leaders have important and strategic roles in the improvement of educational quality. Therefore, school leaders must have broad views and are able to communicate and to interact across culture and language. Leaders of today face

new challenges, including communicating and interacting across regional, national, ethnic, cultural, language, and legal boundaries; dealing with and implementing continual change; coping with increased ambiguity; negotiating and resolving conflict; and motivating a multicultural workforce (Wibbeke, 2009:2). Leaders are expected to be learners of organizational culture and have the ability to manage it. Besides that, school leaders must have good physical and intellectual abilities and high motivation for the acceleration of the improvement of work performance of each member of the organization. As stated by Gibson, Ivancevich and Donnely (1996:98-99) that an employee's behavior is complex because it's effected by diverse environmental variables and many different individual factors, experiences, and events.

In response to the above statement, E.S. Wibbeke (2009:17) recommends "geoleadership model": leaders in the globalization era need to have the competences i.e. *Care, Communication, Consciousness, Contrast, Context, Change*, and *Capability* or known as 7Cs. It is supported by T.A. Razik and A.D. Swanson (1995:1) that such leadership springs from understanding the realities of the world as a suprasystem. And intelligent school is assumed as the appropriate model for this changing complex situation.

Issues related to education and globalization have motivated me as a researcher to identify several school leaders' aspects in the Catholic Junior High Schools wich are organizational culture, ability, motivation which are assumed to have significant contribution towards leadership capacity.¹ It is realized through orientation and elaboration which are in line with the values that grow and develop in the movement of the changes as the effect of globalization.

LITERATURE REVIEW

On the Intelligent School. Intelligent school is a continuous, lifelong process, which starts well before its pupils arrive at school and continues each day as they walk out of the door and long after they graduate from school (MacGilchrist, Myers & Reed, 2004:50). Intelligent school knows why learning is so important. It provides opportunities for learning and provides opportunities for that learning to be put to good use – that is, used intelligently to maximize pupils' progress and achievement (MacGilchrist, Myers & Reed, 2004:107). "*We believe that learning and teaching are at the heart of school improvement. They are the core business of schools*" (MacGilchrist, Myers & Reed, 2004:xvi).

In globalization era, school effectiveness has new meaning, focuses on pupil's progress as well as outcomes of learning the value schools, add to the progress of the pupils. To reach the value added school, B. MacGilchrist, K. Myers and J. Reed (2004:113) recommended nine intelligences as a framework for sustained school

¹Promoter of this Dissertation (Research) is Prof. Dr. H. Djam'an Satori; Co-Promoter I is Prof. Dr. H. Abdul Aziz Wahab; and Co-Promoter II is Prof. Dr. H. Abin Syamsudin Makmun. I'd like to thank sincerely to them for guiding and suvervising me in writing this dissertation. However, all contents and its interpretations in this dissertation are becoming my own academic responsibility.

improvement. Those are: (1) *Ethical Intelligence* or *EthQ*: justice, respect for persons, inclusion, and rights and responsibilities; (2) *Spiritual Intelligence* or *SQ*: search for meaning, transcendency, sense of community, and interconnectedness; (3) *Contextual Intelligence* or *CQ*: internal, local, national, and global; (4) *Operational Intelligence* or *OQ*: strategic thinking, development planning, management arrangements, and distributed leadership; (5) *Emotional Intelligence* or *EQ*: self-awareness, awareness of others, managing emotions, and developing emotional literacy; (6) *Collegial Intelligence* or *CoQ*: commitment to a shared purpose, knowledge creation, multi-level learning, and trust and curiosity; (7) *Reflective Intelligence* or *RQ*: creating time for reflection, self-evaluation, deep learning, and feedback for learning; (8) *Pedagogical Intelligence* or *PQ*: new visions and goals for learning, teaching for learning, open classrooms, and going against the grain; and (9) *Systemic Intelligence* or *SyQ*: mental models, systems thinking, self-organization, and networking.

On the Leadership Capacity. Five assumptions of leadership: (1) leadership is not trait theory; (2) leadership is about learning that leads to constructive change; (3) everyone has the potential and right to work as a leader; (4) leading is a shared endeavour; and (5) leadership requires the redistribution of power and authority. These five assumptions form the conceptual framework for leadership capacity building for school improvement. Together, they advance the ideas that are essential if we are to develop sustainable, self-renewing, and improving schools (Harris & Lambert, 2003:20-21).

Leadership capacity means broad-based, skillful involvement in the work of leadership, that means the leader understood the shared vision in the school, the full scope of the work underway, and were able to carry it out, and also have commitment to the central work of self-renewing schools (Harris & Lambert, 2003:13-14).

Again, A. Harris and L. Lambert (2003:xvii) said, as so far described, that distributed leadership capacity can be seen as being an amorphous concept. Its purposefulness (and its accountabilities) comes from tightness around values (shared beliefs), moral purpose (the urgency to act and to achieve together for higher order purposes), shared professional capital (the combined and shared and expanding knowledge-base), and the social capital (relationships and trust).

Meanwhile, S.D. Weiss, V. Molinaro and L. Davey (2007:29) also stated that leadership capacity will demand attention and action on the part of executives and all leaders. However, the challenge they will face is that the traditional approach to build leadership capacity is no longer effective. Organizations need to discover a new approach to define, measure, and build leadership capacity. Hence, S.D. Weiss, V. Molinaro and L. Davey (2007:32) think that the lack of the required leadership capacity is damaging organizations' ability to expedite their strategic direction effectively and at the desired speed. In some cases, it has altered strategy entirely. As a result, businesses must build a meaningful leadership solution that generates the leadership capacity required to meet current and future business needs.

In response to this challenge, a business needs to have a good grasp of the leadership capacity required and the nature of their leadership gap. Unfortunately,

we find that many leaders and their organizations are still holding a traditional approach to leadership, one that focuses on building the skills of a few individual leaders at the expense of building the leadership capacity of the whole organization. Further, S.D. Weiss, V. Molinaro and L. Davey (2007:33) recommended that the purpose of leadership solution is to outline precisely what is required to build leadership capacity in organizations and to identify what individual leaders will need to bridge the leadership gap.

Building leadership capacity requires a dual response from both individual leaders and their organizations. Leaders must take personal responsibility for behaving holistically, and organizations must encourage the development of leadership capacity by implementing supportive practice and by fostering a strong leadership culture (Weiss, Molinaro & Davey, 2007:35).

On the Geoleadership Model. In a landmark study on intercultural study of leadership competence, leading intercultural experts from around the world participated in a consensus building effort to determine the critical competencies for intercultural leadership and in how leaders can acquire them (Wibbeke, 2009:18). These fast changes demand organizational sensitivity and leaders to respond to all kinds of obstacles in order to exist in the global competition to reach the objective of the organization. Accordingly, E.S. Wibbeke (2009:19-20) suggests the seven key principles of a new leadership paradigm, which are:

First, Care: global business leaders should hold and maintain equal concern for the bottom line and for stakeholder groups. While we can agree that one objective of business is profit creation, we also believe that a longer (term) and broader (social systems) serve business, ultimately.

Second, Communication: in order for business leaders to lead effectively in intercultural situations, such leaders necessarily must engage and interact with those cultures in whose countries they work, if not with many cultures. Closely related to context is that leaders must reach out to people in other cultures with a desire to understand and appreciate that culture and its people. Leaders must learn communication skills that promote listening and open respectful dialog.

Third, Consciousness: in today's global economy, a person filling the role of leader and manager needs to develop self-awareness. A leader's awareness must be expandable as contexts shift around them, such that the leader becomes clear of a personal cultural background and bias relative to that of other people. Building consciousness means being able to expand your awareness.

Fourth, Contrast: leaders must be able to work comfortably and effectively with ambiguity. Developing a tolerance for working with contrasting perspectives, methods, and with differing value systems is critical. Working in ambiguous contexts requires patience and consciousness. Working at such a high level of consciousness means that leaders must be able to perceive multiple levels of meaning simultaneously.

Fifth, Context: global business leaders must develop the ability to perceive, discern, and adapt to the situations within which they work, and to suspend

judgment. This means that all global business leaders must attend to the situation in which they find themselves. Leaders need to understand each culturally learned behavior in the context of where that behavior originates and appears.

Sixth, Change: postmodern organizations require adaptive leaders, leaders who demonstrate flexibility in adapting to dynamic cultural environments. Intercultural leaders must shift from the old mechanistic mindsets of the industrial era to the flexible adaptive perspective of organizational life as what it is a complex socio-cultural system.

Seventh, Capability: in order for a leader to be effective in intercultural situations, there must be development of sufficient personal and organizational capability. Intercultural competence requires that leaders are able to assess their own and others' capability and build it where there is deficit. Most important is the leader's influence in facilitating an organizational culture capable of intercultural learning agility.

On the Organizational Culture. An organization is formed for specific purposes based on a set vision and mission. Therefore, the success of an organization is determined by its capability in attaining its purpose through organizational performance which is influenced by internal and external factors. Internal factors influence the organizational performance, where the organizational culture plays a dominant part, while external factors are the culture of multicultural societies with cultural diversity that heavily influence its organizational culture and the organization itself (Samovar, Porter & Edwin, 2010:328).

For an organization with strong norms, it will influence the action of each of its members and will think of what he or she must do and think when at work. Therefore, it is inevitable for the organization to interact internally and externally where culture exists, although not instantly but through a long process where ethnic, national, and other cultures also weld in it.

In general, Alvesson describes that cultural organization as organizational culture is defined as shared philosophies, ideologies, beliefs, feelings, assumptions, expectations, attitude, norm, and value (cited by Jazzar & Algozzine, 2006:27).

Organizational culture is an attempt to get at the feel, sense, atmosphere, character, or image of an organization. It encompasses many of the earlier notions of informal organization, norms, values, ideologies, and emergent systems. General definition of organizational culture is a system of shared orientations that hold the unit together and give it a distinctive identity (Hoy & Miskel, 2008:177).

The research conducted by Reilly, Chatman and Caldwell in 1991 showed that there are seven main characteristics which, as a whole, is the nature of cultural dimension of an organization (cited by Robbins & Judge, 2009:585-586). They are as follows: (1) *Innovation and risk taking:* the degree to which employees are encouraged to be innovative and take risks; (2) *Attention to detail:* the degree to which employees are expected to exhibit precision, analysis, and attention to detail; (3) *Outcome orientation:* the degree to which management focuses on results or outcomes rather than on the techniques and processes used to achieve those outcomes; (4) *People*

orientation: the degree to which management decisions take into consideration the effect of outcomes on people within the organization; (5) *Team orientation*: the degree to which work activities are organized around teams rather than individuals; (6) *Aggressiveness*: the degree to which people are aggressive and competitive rather than easygoing; and (7) *Stability*: the degree to which organizational activities emphasize maintaining the status quo in contrast to growth.

On the Ability. According to S. Robbins and T.A. Judge (2009:79), ability means the capacity of an individual's ability to perform various tasks in a job. Ability is a current assessment of what individuals can do. The overall ability of an individual basically consists of two factors: intellectual and physical. Intellectual abilities are abilities needed to perform mental activities – for thinking, reasoning, and problem solving. People in most societies place a high value on intelligence and for good reason. Physical abilities are the capacity to do task that demand stamina, dexterity, strength, and similar characteristics.

This is also noted by M.J. Ivancevich, R. Konopaske and T.M. Matteson (2005:85-86) which said that ability is a talent for someone to perform physical or mental tasks, while skill is a talent learned to perform a task. The ability of a person is generally stable for several times. Skills change with trainings or experiences, because people can be trained to have skills.

Furthermore, Abin Syamsudin Makmun (2007:54) elaborated ability in two categories: potential ability and actual ability. It was explained that potential ability refers to the aspect that is still contained within the person that he acquired by hereditary (innateness), which may be: general intelligence and specialized basic ability in certain areas (talent, attitudes). While, actual ability shows the aspects of skills that can be demonstrated and tested because it is the result of learning concerned with how to materials and ways that the learner has passed through (achievement). In other words, actual ability can be trained.

On the Motivation. Motivation, as something that gets us going, keeps us moving and helps us complete tasks. Motivation is the process whereby goal-directed activity is instigated and sustained (Pintrich & Schunk, 2002:5).

McClelland said that these learned needs represented behavioral predispositions that influence the way individuals perceive situations and motivate them to pursue a particular goal. McClelland and his associates, particularly John Atkinson, also investigated three of Murray's needs: achievement, affiliation, and power. In the literature, these three needs are abbreviated *nAch*, *nAff*, and *nPow* (cited by Luthans & Davis, 2003:39).

When a very strong need appears within someone, that need motivates him to use behavior that can give him satisfaction. The need for achievement as behavior directed toward competition with a standard of excellence (Luthans & Davis, 2003:39). The need for affiliation as a desire to establish and maintain friendly and warm relations with other individuals (Luthans & Davis, 2003:41). The need for power as the need to control others, to influence their behavior, and to be responsible for them.

In his research on the need for power, McClelland describe “two face of power”. The need for power can take the form of personal power, in which individuals strive for dominance almost for the sake of dominance, or social power in which individuals are more concerned with the problems of the organization and what can be done to facilitate goal attainment (cited by Luthans & Davis, 2003:42). The main theme of McClelland’s theory is that these needs are learned through adjustment to someone’s environment.

Gardner, in *Educational Leadership*, declares that the key challenges of leadership: long term, big picture thinking with an expansive reach (cited by Fullan, 2007:1). It’s leaders’s responsibility to articulate and highlight intangibles like vision, values, and motivation. Meanwhile, Conger and Kanungo declare that the distinction between leaders and managers, contending that motivation is the “very essence” of true leadership, coupled with the ability to leaders to build an emotional attachment with their followers (cited by Gorton, Altson & Snowden, 2007:6).

RESEARCH METHODS

The method of research used is quantitative method (Cresswell, 2008). The research is carried out in order to obtain a causal model of organizational culture, ability, and motivation based on geoleadership model influence on leadership capacity in realizing intelligent school of Catholic Junior High Schools Leaders in West Java area in Indonesia. It was done by identifying, describing, and assessing the organizational culture, ability, and motivation of the leaders based on geoleadership model i.e. *Care, Communication, Contrast, Consciousness, Context, Change, and Capability*; and to analyze their influence on the leadership capacity in realizing intelligent school of Catholic Junior High Schools in West Java area in Indonesia. The independent variables are organizational culture, ability, and motivation; while the dependent variables are leadership capacity and intelligent school.

Data collection using a 1-5 Likert-scale questionnaires produces data with ordinal measurement scale. In order to be processed by path analysis that uses the interval-scale data, the data obtained in ordinal measurement scale was first transformed into a scale of measurement range by using the help of successive intervals method of application in microsoft excel, then the number of interval scale items was used for every variable of the study. The results of research was processed by means of path analysis that uses the help of Statistical Package for Social Science (SPSS) software version 14 (Allen, 1984). Research samples are total samples of 130 Catholic Junior High Schools Leaders in West Java area in Indonesia.

RESEARCH RESULTS

First, on the Correlation Model of the Influence of Organizational Culture, Ability, and Motivation to Leadership Capacity and Leadership Capacity to Intelligent School. The model is shown below:

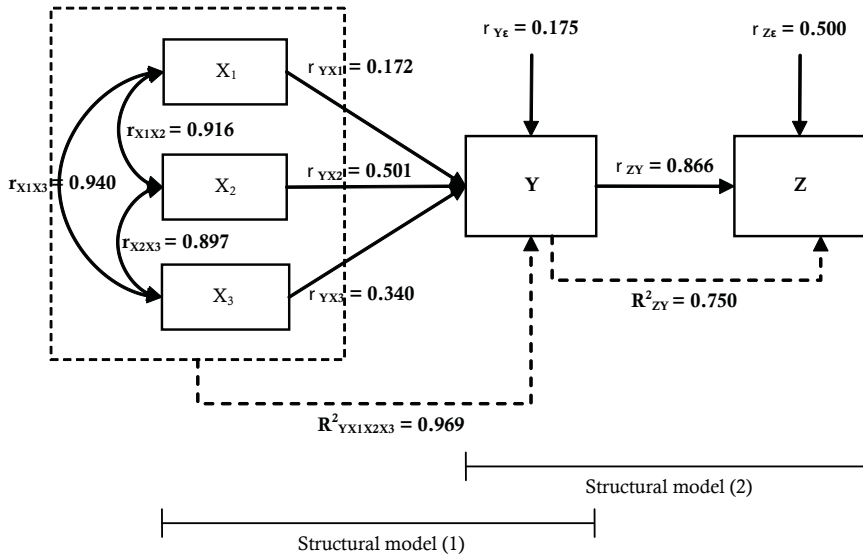


Figure 1:
Path Analysis of Connecting Structural Model

Notation :

- ε = Other variable not included in the research.
- ρ_{YX_i} = The influence of X_i to Y, where i = 1, 2, 3.
- ρ_{ZY} = The influence of Y to Z.
- r_{X_iX_j} = Correlation between X_i and X_j, where i, j = 1, 2, 3.
- X₁ = Organizational Culture.
- X₂ = Ability.
- X₃ = Motivation.
- Y = Leadership Capacity.
- Z = Intelligent School.
- R²_{YX₁X₂X₃} = The influence of X₁, X₂, and X₃ all together to Y.
- R²_{ZY} = The influence of Y to Z.

Tables below are also concerning on the Correlation Model of the Influence of Organizational Culture, Ability, and Motivation to Leadership Capacity and Leadership Capacity to Intelligent School.

Table 1:
Path Coefficient, Influence of Variable X₁, X₂, X₃ to Y

Variable	Path Coefficient	t	Sig.
Organizational Culture (X ₁)	0.172	3.284	0.001
Ability (X ₂)	0.501	12.448	0.000
Motivation (X ₃)	0.340	7.165	0.000

Table 2:
 Correlation Coefficient between Variable X_1 , X_2 , and X_3

Pearson Correlation	Organizational Culture (X_1)	Ability (X_2)	Motivation (X_3)
Organizational Culture (X_1)	1.000	0.916	0.940
Ability (X_2)	0.916	1.000	0.897
Motivation (X_3)	0.940	0.897	1.000

Table 3:
 Calculation Result of the Influence of X_1 , X_2 , X_3 Variables to Y

Description	Interpretation of the Influence (%) to Leadership Capacity			Total
	Organizational Culture (X_1)	Ability (X_2)	Motivation (X_3)	
Direct	2.96	25.07	11.59	39.61
Indirect	13.38	23.16	20.78	57.33
Total	16.34	48.23	32.37	96.94

Table 4:
 Path Coefficient, Influence of Variable Y to Z

Variable	Path Coefficient	t	Sig.
Leadership Capacity (Y)	0.866	19.579	0.000

Table 5:
 Calculation Result of the Influence of X_1 , X_2 , X_3 Variables to Z Through Y

Description	Interpretation of the Influence (%)		
	Leadership Capacity (Y)	Intelligent School (Z)	
Organizational Culture (X_1)	16.34	12.25	74.97
Ability (X_2)	48.23	36.16	
Motivation (X_3)	32.37	24.27	

Second, on the Structural Relation Model of the Influence of Aspects of Geoleadership Model in Organizational Culture to Leadership Capacity. Table 6 below is found that *Care*, *Communication*, *Contrast*, and *Capability* have significant direct influence on the variables of leadership capacity at level significance $\alpha = 0.05$. Beside that, it is found that *Consciousness*, *Context*, and *Change* have no significant direct influence on the variables of leadership capacity at level significance $\alpha = 0.05$.

Table 6:
Path Coefficient, Aspects Influence of Organizational Culture Variable to Leadership Capacity

Aspects of Organizational Culture Variable	Path Coefficient	t	Sig.
<i>Care</i>	0.093	2.015	0.046
<i>Communication</i>	0.092	2.391	0.018
<i>Contrast</i>	0.140	3.334	0.001
<i>Capability</i>	0.090	2.430	0.017

Based on the result of calculation between the independent variable and the structural parametre values, the influence of the independent variable on the dependent variable which has direct or indirect characteristic can be determined as follows:

Table 7:
Calculation Result of Aspects Influence of Organizational Culture Variable to Leadership Capacity

Description	Interpretation of the Influence (%) to Leadership Capacity				Total
	<i>Care</i>	<i>Communication</i>	<i>Contrast</i>	<i>Capability</i>	
Direct	0.87	0.84	1.97	0.81	4.49
Indirect	6.45	5.49	8.57	5.18	25.69
Total	7.32	6.33	10.54	5.99	30.18

Thus, the degree influence with organizational culture based on *Care*, *Communication*, *Contrast*, and *Capability* is 30.18%. These show that the higher degree in organizational culture based on *Care*, *Communication*, *Contrast*, and *Capability* collectively will have an impact on improving leadership capacity at the Catholic Junior High Schools Leaders in West Java area in Indonesia.

Third, on the Structural Relation Model of the Influence of Aspects of Geoleadership Model in Ability to Leadership Capacity. Table 8 below is found that *Care*, *Consciousness*, *Change*, and *Capability* have significant direct influence on the variables of leadership capacity at level significance $\alpha = 0.05$. Beside that, it is found that *Communication*, *Contrast*, and *Context* have no significant direct influence on the variables of leadership capacity at level significance $\alpha = 0.05$ and up to $\alpha = 0.10$ tolerance.

Table 8:
Path Coefficient, Aspects Influence of Ability Variable to Leadership Capacity

Aspects of Ability Variable	Path Coefficient	t	Sig.
<i>Care</i>	0.115	2.850	0.005
<i>Consciousness</i>	0.150	3.521	0.001
<i>Change</i>	0.077	1.810	0.073
<i>Capability</i>	0.121	3.036	0.003

Based on the result of calculation between the independent variable and the structural parametre values, the influence of the independent variable on the dependent variable which has direct or indirect characteristic can be determined as follows:

Table 9:
 Calculation Result of Aspects Influence of Ability Variable to Leadership Capacity

Description	Interpretation of the Influence (%) to Leadership Capacity				Total
	<i>Care</i>	<i>Consciousness</i>	<i>Change</i>	<i>Capability</i>	
Direct	1.32	2.24	0.59	1.47	5.62
Indirect	8.09	10.24	5.72	8.42	32.47
Total	9.41	12.48	6.31	9.89	38.09

Thus, the degree influence with ability based on *Care*, *Consciousness*, *Change*, and *Capability* is 38.09%. These show that the higher degree in ability based on *Care*, *Consciousness*, *Change*, and *Capability* collectively will have an impact on improving leadership capacity at the Catholic Junior High Schools Leaders in West Java area in Indonesia.

Fourth, on the Structural Relation Model of the Influence of Aspects of Geoleadership Model in Motivation to Leadership Capacity. Table 10 below is found that *Contrast*, *Consciousness*, *Context*, and *Capability* have significant direct influence on the variables of leadership capacity at level significance $\alpha = 0.05$. Beside that, it is found that *Care*, *Communication*, and *Change* have no significant direct influence on the variables of leadership capacity at level significance $\alpha = 0.05$.

Table 10:
 Path Coefficient, Aspects Influence of Motivation Variable to Leadership Capacity

Aspects of Motivation Variable	Path Coefficient	t	Sig.
<i>Contrast</i>	0.144	3.052	0.003
<i>Consciousness</i>	0.088	2.334	0.021
<i>Context</i>	0.123	2.849	0.005
<i>Capability</i>	0.193	4.288	0.000

Based on the result of calculation between the independent variable and the structural parametre values, the influence of the independent variable on the dependent variable which has direct or indirect characteristic can be determined as follows:

Table 11
 Calculation Result of Aspects Influence of Motivation Variable to Leadership Capacity

Description	Interpretation of the Influence (%) to Leadership Capacity				Total
	<i>Contrast</i>	<i>Consciousness</i>	<i>Context</i>	<i>Capability</i>	
Direct	2.07	0.77	1.52	3.73	8.09
Indirect	9.34	5.48	8.02	11.74	34.58
Total	11.41	6.25	9.54	15.47	42.67

Thus, the degree influence with motivation based on *Contrast*, *Consciousness*, *Context*, and *Capability* is 42.67%. These show that the higher degree in motivation based on *Contrast*, *Consciousness*, *Context*, and *Capability* collectively will have an impact on improving leadership capacity at the Catholic Junior High Schools Leaders in West Java area in Indonesia.

DISCUSSION

In the result of research at the Catholic Junior High Schools in West Java area in Indonesia, it turned out that the variable which has the highest direct and indirect influence on leadership capacity of school leaders is ability, stronger than organizational culture and motivation. This is in accordance with the opinion of A. Harris and L. Lambert (2003:5) that capacity building is concerned with developing the conditions, skill, and ability to manage and facilitate productive change at school level.

Ability variable based on geoleadership model gives positive and relatively strong influence towards leadership capacity at Catholic Junior High Schools in West Java area in Indonesia (48.23%).

The significant part of ability that has relatively big influence is the inductive reasoning skill based on aspects of geoleadership model, i.e. *Care*, *Consciousness*, *Change*, and *Capability*. In Catholic Junior High Schools, to perform their capacity effectively leaders are expected to think thoroughly and be sensitive to students, teachers, and parents from all kinds of culture by having the ability of: (1) Estimating own and others' ability and correct it when needed; (2) Being aware of and always follow changes that happen; (3) Care, sensitivity, and respect to other various cultures; and (4) Adapting to various environments

Basically, successful change is a function of how well an organization's internal capabilities – its management capacity, culture, processes, resources and people – match the requirements of its external environment (Jarrett, 2009:8). These abilities need to be supported by organizational culture and motivation which should be a resonance that gives a thrill to the institution to make all parties concerned aware of acting proactively to change.

Motivation variable based on geoleadership model gives positive, significant, and relatively moderate influence towards leadership capacity at Catholic Junior High Schools in West Java area in Indonesia (32.37%). In this context, M. Jazzar and B. Algozzine (2006:42) said that one of the leading challenges in education remains the implementation of effective human motivational strategies to enhance performance and accountability.

In research at Catholic Junior High Schools, the parts of motivation i.e. the need of power and affiliation based on aspects of geoleadership model namely *Contrast*, *Consciousness*, *Context*, and *Capability* have quite a large influence towards leadership capacity. To perform, effective leaders must have abilities to: (1) Take responsibility; (2) Influence people, change the situation to have positive impact on the organization; (3) Manage employees based on motivational pattern; (4) Have social relationship with others; (5) Understand the working attitude and the behavior for the sake of the organization as a whole; (6) Grow mind set and estimate own and others' ability and then correct them when needed; and (7) Show flexibility in adapting to dynamic cultural environment.

Therefore, motivation is a strong driving force which leads to behaviors that reflect high performance within organizations to manage and also to be aware of the condition of the organizations' members.

R.L. Daft (2008:226) states that motivation refers to the forces either internal or external to a person that arouse enthusiasm and persistence to pursue a certain course of action. Employee motivation effect productivity, and so part of a leader's job is to channel followers' motivation toward the accomplishment of the organization's vision and goals.

Organizational culture variable based on geoleadership model gives positive and significant and relatively weak influence towards leadership capacity at Catholic Junior High Schools in West Java area in Indonesia (16.34%). This is in accordance with the opinion of A.J. DuBrin (2010:385) that the leader with the skills and attitudes to relate effectively to and motivate people across race, gender, age, social attitudes, and lifestyles. To influence, motivate, and inspire culturally diverse people, the leader must be aware of overt and subtle cultural differences.

The most influential part of organizational culture is people oriented value based on aspects of geoleadership model which are: *Care*, *Communication*, *Contrast*, and *Capability*. In Catholic Junior High Schools, to realize their leadership capacity leaders must show abilities to: (1) Be aware and always follow changes; (2) Feel, see, and adapt to situations; (3) Have competitive attitude by measuring own ability and others in achieving the organization's goal; (4) Put forward the stability of the organization by being sensitive, careful and respectful to other various cultures; (5) Make decisions by taking people in the organization into account; and (6) Work effectively in ambiguous situations.

These indicate that organizational culture cannot be separated from leadership in an organization, because organizational culture is being kept and developed continuously by leaders of organizations to achieve the organizations' mission related with the process of decision making.

In reality, organizational culture has the smallest contribution, it is influenced by the facts that: (1) The majority of teachers come from particular ethnic groups and have their own respective traditional culture; (2) Teachers tend to work in a traditional way, following a pattern that has already existed in the organization, and are slow in making changes; and (3) Organizations tend to maintain regular mind set and activities.

This is in accordance with R. Gorton, J. Altson and R. Snowden (2007:32) that ethical consideration, values, organizational culture, and climate are additional elements that bring impact on decision making.

Leadership capacity variable gives positive, significant, and strong influence towards the intelligent school at Catholic Junior High Schools in West Java area in Indonesia, (74.97%). The crucial point is that in order to build leadership capacity, there needs to be a focused and continued emphasis on the leadership capabilities of those within the school community parents, pupils, and teachers (Harris & Lambert, 2003:90). According to Tschannen-Moran that principals can also build or damage trust by how they engage around the instructional matters of the school (cited by Fullan, 2007:104).

CONCLUSION AND RECOMMENDATION

Ability based on geoleadership model has the strongest total influence on leadership capacity in Catholic Junior High Schools and the geoleadership aspects which have significant influence are *Care, Consciousness, Context, and Capability*.

Motivation based on geoleadership model has the second stronger total influence on leadership capacity in Catholic Junior High Schools, and the geoleadership aspects which have significant influence are *Context, Change, and Capability*.

Organizational culture based on geoleadership model has the weakest total influence on leadership capacity in Catholic Junior High Schools, and the geoleadership aspects which have significant influence are *Care, Contrast, Consciousness, Context, and Capability*.

Ability, motivation, and organizational culture collectively have moderate direct influence on leadership capacity in Catholic Junior High Schools, while its indirect influence is stronger than the indirect influence. Thus, the total influence of organizational culture, ability, and motivation collectively on leadership capacity in Catholic Junior High Schools are very strong.

Leadership capacity has strong direct influence on quality of the intelligent school in Catholic Junior High Schools. Ability, motivation, and organizational culture collectively have relatively strong indirect influence on quality of the intelligent school through leadership capacity in Catholic Junior High Schools.

Based on the study result, some recommendations are suggested as follows:

First, realizing leaders' abilities by training and seminars in leadership, management, problem solving, decision making, communication, and also in making research about internal and external data, so they can understand global situation and its influence towards changes happening within the organization.

Second, developing the ability of the leaders in decision making and conducting the right action by considering the situation and condition within the organization and the community with different cultures which also develops the flexibility in thinking and action.

Third, developing motivational and personality by personality development, self knowledge, motivation training.

Fourth, training and tutoring staff in physical, mental and spiritual aspect in problem solving, communication, leadership, management, and encourage them for further education.

Fifth, appealing the whole staff in the organization to come together and adapt with the changing of situation and condition within the organization to create a healthy organizational culture.

Sixth, creating conducive working atmosphere by developing appropriate attitude towards stakeholders and relevant institutions with various cultural background, through cooperation and task distribution.

Seventh, communicating and encouraging the application of vision and mission to reach the organization's goal.

And finally, *eighth*, developing and managing fund and facilities optimally.

REFERENCES

- Allen, E.L. (1984). *An Introduction Linear Regression and Correlation*. New York: Freeman and Company, Second Edition.
- Cresswell, J.W. (2008). *Educational Research*. New Jersey: Pearson Merrill Printice Hall.
- Daft, R.L. (2008). *The Leadership Experience*. New Jersey: Thomson, South-Western.
- DuBrin, A.J. (2010). *Principles of Leadership*. New Jersey: Thomson, South-Western.
- El-Halawany, H. & E.I. Huwail. (2008). "Malaysian Smart Schools: A Fruitful Case Study for Analysis to Synopsise Lessons Applicable to the Egyptian Context" in *International Journal of Education and Development Using ICT*, 4(2). Also available at: <http://ijedict.dec.uwi.edu/viewarticle.php> [accessed in Bandung, Indonesia: 11 March 2011].
- Fullan, M. (2007). *Educational Leadership*. New Jersey: John Wiley & Sons, Inc.
- Gibson, Ivancevich & Donnelly. (1996). *Organisasi*. Jakarta: Binarupa Aksara, Translation.
- Goldsmith, M. et al. (2003). *Global Leadership*. New York: Prentice Hall Perason Education.
- Gorton, R., J. Altson & R. Snowden. (2007). *School Leadership and Administration*. New Jersey: McGraw-Hill.
- Harris, A. & L. Lambert. (2003). *Building Leadership Capacity for School Improvement*. Philadelphia: McGraw-Hill.
- Hartanto, F.M. (2009). *Paradigma Baru Manajemen Indonesia*. Bandung: Mizan Pustaka.
- Hoy, W.K. & C.G. Miskel. (2008). *Educational Administration: Theory, Research, and Practice*. New York: McGraw Hill, Inc.
- Ivancevich, M.J., R. Konopaske & T.M. Matteson. (2005). *Perilaku dan Manajemen Organisasi*. Jakarta: Erlangga, Translation.
- James, C. & M. Connolly. (2009). "An Analysis of the Relationship between the Organizational Culture and the Performance of Staff Work Groups in Schools and the Development of an Explanatory

- Model" in *International Journal of Leadership in Education*, 12, pp.389-407. Also available at: <http://www.informaworld.com> [accessed in Bandung, Indonesia: 11 March 2011].
- Jarrett, M. (2009). *Changeability*. New York: Pearson-Prentice Hall.
- Jazzar, M. & B. Algozzine. (2006). *Critical issues in Educational Leadership*. USA: Pearson Education Inc.
- Luthans, F. & K. Davis. (2003). *Motivation and Work Behavior*. New York: McGraw-Hill, Series in Management.
- MacGilchrist, B., K. Myers & J. Reed. (2004). *The Inteligent School*. California: Sage Publications Inc.
- Makmun, Abin Syamsudin. (2007). *Psikologi Pendidikan*. Bandung: PT Remaja Rosdakarya.
- Pedhazur, J.E. (1973). *Multiple Regression in Behavioral Research: Expalanation and Prediction*. New York: Holt, Rinehart, and Winston, Second Edition.
- Pintrich, R. & D.H. Schunk. (2002). *Motivation in Education: Theory, Research, and Applications*. New Jersey: Prentice Hall.
- Razik, T.A. & A.D. Swanson. (1995). *Fundamental Concepts of Educational Leadership and Management*. New York: Prentice Hall.
- Robbins, S. & T.A. Judge. (2009). *Organizational Behavior*. London: Pearson-Prentice Hall.
- Samovar, A.L., E.R. Porter & M.R. Edwin. (2010). *Communication between Cultures*. London: Wadsworth Cengage Learning.
- Sitepu. (1994). *Analisis Jalur (Path Analysis)*. Bandung: FMIPA UNPAD [Fakultas Matematika dan Ilmu Pengetahuan Alam, Universitas Padjadjaran].
- Sugiyono. (2008). *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*. Bandung: Alfabeta.
- Sugiyono. (2010). *Metode Penelitian Pendidikan*. Bandung: Alfabeta.
- Susanti, R.A. (2008). "70 Persen Kepala Sekolah Tak Kompeten" in magazine of *Tempo*. Jakarta, Indonesia: 12 Agustus. Also available at: <http://www.tempointeraktif.com/hg/pendidikan/2008/08/12/brk,20080812-130482.id.html> [accessed in Bandung, Indonesia: 11 March 2011].
- Townsend, T. (2010). "Educating School Leaders to Think and Act both Locally and Globally" in *International Journal of Leadership in Education*, 13, pp.335-348. Also available at: <http://www.informaworld.com> [accessed in Bandung, Indonesia: 11 March 2011].
- Wee Pin Goh, J. (2009). "Parallel Leadership in an Unparallel World: Cultural Constraints on the Transferability of Western Educational Leadership Theories Across Cultures" in *International Journal of Leadership in Education*, 12, pp.319-345. Also available at: <http://www.informaworld.com> [accessed in Bandung, Indonesia: 11 March 2011].
- Weiss, S.D., V. Molinaro & L. Davey. (2007). *Leadership Solution*. Canada : Jossey Bass.
- Wibbeke, E.S. (2009). *Global Business Leadership*. New York: Elsevier Inc.



Indonesia is a part of the world in the process of globalization. Ready or not, Indonesia is involved in the changing of competition paradigm, from material to knowledge competition. This demands the government and educational institution to be ready with strategy and global vision in taking needed steps for adjustments and changes.