

# hasil-Contribution of Teacher Leadership, Student Self-Regulated Learning, and School Culture to the Quality of Elementary School Graduates in Indonesia

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# Contribution of Teacher Leadership, Student Self-Regulated Learning, and School Culture to the Quality of Elementary School Graduates in Indonesia

**Running head: Contribution of Teacher Leadership, Student Self-Regulated Learning, and School Culture**

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## Authorship Contribution Statement

IJ: Conceptualization, design, analysis, writing. SS: Conceptualization, design, writing, supervision. WW: Supervision, securing funding, and technical support. FN: Critical revision of the manuscript. AM: Securing funding and technical support.

**Abstract:** The 2020 Performance Report for the Bantul Regency Government showed that the quality of education had decreased compared to the previous year. This research sought to understand the factors that influence the quality of elementary school graduates. Teacher leadership, student self-regulation, and school culture were examined as potential contributors. A total of 147 elementary school teachers were given a questionnaire to assess the prerequisites. This data was then used to conduct a multiple linear regression analysis using the

SPSS version 22. The results showed a significant influence of teacher leadership, student self-regulated learning, and school culture on the quality of graduates. The two most important factors influencing quality were teacher leadership and student self-regulated learning. Additionally, school culture was found to have a partial, significant influence on the quality of graduates. Therefore, improving teacher leadership, student self-regulated learning, and school culture in education help to upgrade the quality of graduates.

**Keywords:** *School culture, self-regulated learning, teacher leadership, quality of graduates*

## Introduction

The outbreak of COVID-19 has affected the quality of students graduating from distance learning programs (Ernawati et al., 2021; Engzell et al., 2021). Although various internal quality audits have been carried out, the results have been disappointing (Ula & Bakar, 2021). The <sup>35</sup> Research and Development Agency of the Ministry of Education and Culture has noted a <sup>1</sup> negative impact on the quality of education as a result of producing incompetent students. In 2018, the PISA test (Program for International Student Assessment) randomly selected 397 schools, consisting of 12,098 students aged 15. The test results showed that the minimum competency in reading, math, and science were 30%, 29%, and 40%, respectively.

According to Fitrah (2017), internal and external factors influence education outcomes. To have a proper education system, the following need to be considered, processes, graduates' competence, personnel, improved infrastructure, and costs. Internal and external factors influence the quality of graduates. According to Imron (2016), students' internal factors are the primary resource in learning. <sup>18</sup> One of the key indicators of student success is self-regulated learning (SRL), which involves identifying one's cognition, emotions, and behavior to achieve personal goals (Schunk & Zimmerman, 2011). Notably, SRL ability influences learning outcomes (Hamonangan & Widyarto, 2019; Rahmiyati, 2017). To achieve recommendable results, students must develop high self-regulation to help them plan and follow up on their learning.

External factors such as teachers and the environment can positively influence student learning outcomes (Nasution, 2016; Rahayu et al., 2018; Yanti, 2019). Teachers should be able to influence students to follow their dreams (Suyatno et al. 2022a). <sup>39</sup> Mustowiyah et al. (2018) and Kharis et al. (2017) identified school culture as an external factor that can impact students. The cultural indicators include values, activities, characteristics, and behaviors that become habits. The Bantul sub-district boasts a large number of elementary schools, with some accommodating

up to four parallel study groups. Prominent examples include Aisyiah Superior Elementary School, Ar-Raihan IT Elementary School, Muhammadiyah Elementary School of Bantul City, Bantul 1 Elementary School, and East Bantul Elementary School. In addition, these schools also offer driving, three health schools at the national level, the Quality Culture School, and the Disaster Preparedness School. Unlike the previous year's data, the 2021/2022 Elementary Education School Assessment (ASPD) in Bantul Regency shows a normally distributed figure. This is evident in Figure 1.



Figure 1. Distribution of ASPD Values in Bantul Regency in 2021/2022

Figure 1 demonstrates that the graph is normally distributed, indicating suboptimal learning outcomes. A research by Juharni et al. (2022) found that the average teacher leadership in Bantul Regency is in the medium category. Therefore, it is essential to examine the contribution of teacher leadership, student self-regulated learning, and school culture to the quality of elementary school graduates. The results will provide valuable insights into the factors that contribute to the quality of graduates. The findings can be used to help improve the quality of education. The research sought to answer the following four research questions.

1. What is the contribution of teacher leadership to the quality of elementary school graduates?
2. To what extent does student self-regulated learning impact the quality of elementary school graduates?

3. To what extent does elementary school culture affect the academic performance of its graduates?

### **Literature Review**

#### *The Quality of Graduates*

The quality of a product is a measure of its reliability, convenience, and customer satisfaction (Ahmad, 2020). Therefore, a school's quality is reflected in the quality of its graduates (Wibowo, 2014). A school's quality can be determined by the competence of its graduates and the character traits they display.

The standards for graduate competency are set out in the graduate quality indicators in the 2020 Elementary School Education Unit Accreditation Instrument, <sup>40</sup> issued by the Minister of Education and Culture. The document outlines <sup>23</sup> the Criteria and Instruments for Accreditation of Basic Education and Secondary Education. These include student discipline and behavior, religious attitudes and activities at school, tough and responsible behavior in school activities, freedom from bullying, <sup>23</sup> communication skills, and collaboration skills. Moreover, <sup>23</sup> critical thinking and problem-solving skills are required, creativity and innovation skills, self-expression and creativity in activities to develop interests and talents, increased achievement, and stakeholders' satisfaction with the graduate's school/madrasa quality.

#### *Teacher Leadership*

Leadership can influence people to follow a particular direction or course of action (Toha, 2004; Yudiaatmaja, 2013). Effective leadership is essential to achieving the institution's vision, mission, and goals in a school setting. Success is not solely dependent on the principal's leadership role but also on all members of the organization, including teachers (Nafia & Suyatno, 2020).

Teacher leadership includes demonstrating guidance to individuals, teams, and the community (Srihartati & Sutarna, 2019). Individual teacher leadership is clearly reflected in learning activities, where the teacher is the leader in guiding and facilitating learning. Further, the teacher demonstrates leadership qualities by sharing knowledge with colleagues in the Teacher Working Group (KKG) activities. For instance, teachers need to support the school management and participate in official activities that the government is launching. The supportive role will enable the school principals to implement the latest curriculum, participate in voluntary teacher selection activities, and other demanding responsibilities.

According to Muhammad (2017), teacher leadership in the classroom is manifested through teacher actions in classroom learning, influencing and setting a good example, and giving orders persuasively and humanely while upholding the applicable discipline and rules. Students should obey orders given by those in authority and power within limits set by their responsibilities. The goal of increasing cooperative relationships between students is achieved through being obedient. Existing resources in schools and classes can be fostered and mobilized to motivate groups and individuals in implementing learning. Teacher leadership within a team can be seen through interacting with colleagues, working cohesively, sharing knowledge with colleagues, encouraging and motivating, and maintaining open communication within and outside the school (Srihartati & Sutarna, 2019). Implementing school policies and initiatives relies heavily on the support of strong teacher leaders within the organization. These leaders must work collaboratively with school principals, parents, and the wider community to ensure that everyone is on board with the vision and goals of the school.

#### *Student Self-Regulated Learning*

According to Mukhid (1998), SRL is the <sup>52</sup>ability of students to regulate themselves in learning to attain the set objectives. By being self-reliant, students can engage in activities designed to help them achieve their personal goals (Schunk & Zimmerman, 2011). Bandura's Social

Learning Theory posits that individuals are the <sup>54</sup> controllers of their learning activities, self-motivation, and academic pursuits (Fasikhah & Fatimah, 2013).

According to Alhadi and Supriyanto (2017), the components of SRL include metacognition, which involves the <sup>16</sup> ability of individuals to plan, organize, or regulate themselves. They become responsible on their own and <sup>16</sup> monitor and evaluate learning activities. This <sup>16</sup> motivation focuses on effort and persistence in learning and achieving the set goals. Active student participation, including creating a learning environment for themselves, is essential to success. Furthermore, the students seek advice from learning resources or alternative places to get support in achieving their learning goals.

According to the definitions provided, <sup>43</sup> it can be concluded that self-regulated learning is a state whereby students are aware of their learning, are independent, and motivated to achieve set goals. Hence, they will plan and prepare for learning, actively participate in the learning process, look for various learning references, and strive to overcome all difficulties to achieve their learning objectives.

#### *School Culture*

School culture refers to the values, behaviors, or habits characteristic of a particular school (Suhayati, 2013). The school activities program is designed to instill good values and character in students and other members (Pradana, 2016). Positive school culture is essential for effective administration (Setiyati, 2016). The school culture describes expected behavior for all school members, applicable norms for interacting with school members and those outside the school, and distinguishes between one school and another.

School culture influences the quality of education (Zubaedah, 2015). The Execution of school culture leads to the Competency Standards for Elementary Schools Graduates in the Decree of the <sup>30</sup> Minister of Education and Culture, Research and Technology No. 5 of 2022 concerning Graduate Competency Standards, for example, literacy and numeracy culture, and



character. The Indonesian Education Vision expects students to embody the characteristics of the Pancasila Student Profile, which include <sup>19</sup> faith, fear of God Almighty, noble character, global diversity, cooperation, creativity, critical reasoning, and independence.

***The relationship between the quality of graduates and teacher leadership, student self-regulated learning, and school culture***

Teacher leadership is essential for positive student behavior and meeting learning objectives (Mardati & Suyatno, 2019). Empirical research shows that teacher leadership plays a role in improving student discipline (Kharisma & Suyatno, 2019), learning behavior (Rahayu & Susanto, 2018), learning achievement (Kusuma, 2013), and interest in learning (Azizah, 2021). Furthermore, good SRL abilities will have a positive influence on student learning achievement (Latipah, 2015; Rahmiyati, 2017), learning outcomes (Hamonangan & Widyarto, 2019), academic achievement (Fasikhah & Fatimah, 2013), critical thinking skills (Winiari et al., 2019), communication (Meri et al., 2022), and discipline (Aditya, 2016). Subsequent research has revealed that strong school culture positively impacts teacher commitment and loyalty, which in turn leads to good performance (Suriansyah, 2014). This is required for effective school administration (Kharis et al., 2017; Setiyati, 2016).

The variables of teacher leadership, student self-regulated learning, and school culture positively impact the quality of graduates. Figure 2 shows the relationship between the four variables.

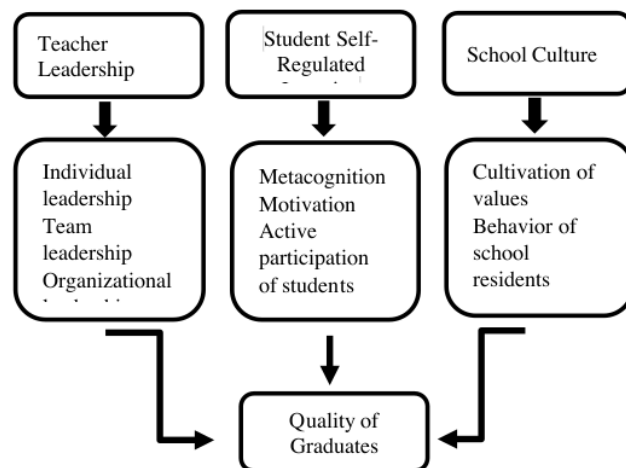


Figure 2. The Relationship of Teacher Leadership, Student Self-Regulated Learning, and School Culture with Quality of Graduates

## Methodology

### Research Design

According to Hasanah (2021), correlational research is aimed at measuring the relationship between two or more variables. Therefore, this research uses the correlational method to examine the relationship between the independent and dependent variables. The independent variables include teacher leadership (X1), student self-regulated learning (X2), and school culture (X3), while the dependent variable is the quality of graduates (Y).

### Sample and Data Collection

The target population included a sample of elementary school teachers in Bantul Regency, Yogyakarta, Indonesia. The selection of this location was influenced by the findings of (Juharni et al., 2022), which indicated that the leadership of elementary school teachers was still moderate. A total of 448 elementary school teachers were surveyed from the Bantul Regency, and the population was taken from <https://dapo.kemdikbud.go.id/sp/3/040107>. According to (Hasanah, 2021), correlational research has no standard sample size. However, a minimum of 30 people representing each variable is required. The research targeted a minimum sample size of 120 people, but 147 participated.

A proportional stratified random sampling technique was used based on the accreditation strata of the heterogeneous schools. The population was grouped into different strata based on accreditation, as shown in Table 1.

Table 1. Research Population

No	School Accreditation	Population
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1.	<b>Accreditation A</b>	402
2.	<b>Accreditation B</b>	46
Total		448

The number of samples in each stratum is formulated as shown in Figure 2.

$$s = \frac{n}{N} \times S$$

Figure 2. The formula of research sample determination

Description:

s = number of samples for each stratum with proportional

n = total population in each stratum

N = number of population

S = number of sample

The number of samples from each stratum is shown in the Table 2 below, using the formula described in Figure 2.

Table 2. Research Sample

No	School Accreditation	Population	Sample
1.	<b>Accreditation A</b>	402	108
2.	<b>Accreditation B</b>	46	12
Total		448	120

A total of 126 respondents were from accreditation A, while 21 were from accreditation B.

#### Data Analysis

The data collection process involved distributing a questionnaire to the respondents and asking them to fill it out according to their respective roles. The Likert scale was used to rate the comments, with scores of 1-4. A number of experts reviewed the validity of the instrument. The empirical validity was tested by conducting a pre-test on 30 respondents who shared the same

characteristics as those not intended to participate in the research. The content validity of the test was analyzed using Aiken's coefficient formula, while the empirical validity of the trial was analyzed using the product-moment correlation formula. A reliability test was performed using the Cronbach alpha formula to ensure consistency of the questionnaire before distributing it to the population.

Collected data were tabulated and analyzed using multiple linear regression analysis techniques with the help of the SPSS software. The pre-requisite tests carried out before regression analysis included a data normality test, linearity test, multicollinearity test, and homoscedasticity test.

## Findings

### *Pre-requisite Test*

The pre-requisite tests for hypothesis testing using the multiple linear regression analysis techniques include tests for data normality, data multicollinearity, heteroscedasticity, and data linearity.

#### 1. Data normality test

The data normality test helps determine if the data is normally distributed for the test to be valid. Figure 3 below demonstrates the normal distribution curve.

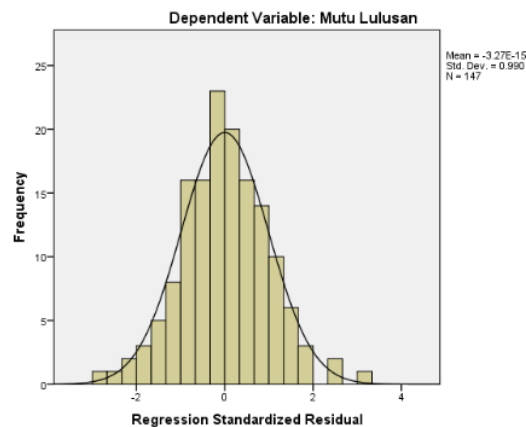


Figure 3. Normal Distribution Curve

## 2. Multicollinearity Test

The multicollinearity test was used to ascertain the correlation strength between the independent variables. A strong correlation indicates that the linear regression test is inappropriate. The results of the data multicollinearity test are shown in Table 3.

Table 3. Results of Multicollinearity Test

Coefficients <sup>a</sup>		
Model	Collinearity Statistics	
	Tolerance	VIF
1	(Constant)	
	Teacher Leadership	.438 2.283
	SRL	.415 2.408
	School Culture	.374 2.671

a. Dependent Variable: Quality of Graduates

If the tolerance value  $> 0.1$ , and  $VIF < 10$ , there is no multicollinearity. Table 3 indicates that the tolerance value for each variable is  $> 0.1$ , and the VIF value for each variable is  $< 10$ . Therefore, there is no multicollinearity to be tested for regression analysis.

## 3. Heteroscedasticity Test

The heteroscedasticity test is used to examine if the variance of the residuals is constant across all observations in the regression model. Heteroscedasticity is one of the factors that can lead to an inaccurate linear regression model. A good regression model does not exhibit any symptoms of heteroscedasticity. The heteroscedasticity test was carried out using Glacier test results, as shown in Table 4.

Table 4. Results of Heteroscedasticity Test

Coefficients <sup>a</sup>	
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Model	Unstandardized		Standardized		t	Sig.
	Coefficients		Coefficients			
	B	Std. Error	Beta			
1 (Constant)	6.254	2.406			2.599	.010
Teacher Leadership	-.051	.054	-.116		-.939	.349
SRL	-.100	.054	-.235		-1.849	.066
School Culture	.095	.054	.236		1.762	.080

a. Dependent Variable: Abs1

If the significance value of each variable is more significant than 0.05, then there is no heteroscedasticity. Based on the table above, the significance value for teacher leadership is 0.349, SRL is 0.066, and school culture is 0.80. The significance values for all three variables are  $> 0.05$ , which means there is no heteroscedasticity in the data, and as such, it can be used for multiple regression analysis.

#### 4. Data Linearity Test

The linearity test determines a linear relationship between independent variables. The results of the linearity test are shown in Table 5.

Table 5. Results of Linearity Test

ANOVA Table							
			Sum of Squares	df	Mean Square	F	Sig.
Unstandardized Residual	Between Groups	(Combined)	2577.084	140	18.408	2.138	.169
		Linearity	.000	1	.000	.000	1.000
Unstandardized Predicted Value	Within Groups	Deviation from Linearity	2577.084	139	18.540	2.153	.166
			51.667	6	8.611		
Total			2628.751	146			

The significance value is  $> 0.05$ , indicating a linear relationship between the independent variables. Based on Table 5, the significance value is 1,000 or  $> 0.05$ , indicating that the data is linear and can be analyzed using multiple regression.

## 5. Hypothesis Test

The multiple linear regression analysis techniques were used to answer the research questions. The SPSS software was used to aid the analysis of the following research questions.

- a. How great is the contribution of teacher leadership to the quality of elementary school graduates?
- b. How much influence does student self-regulated learning have on the quality of elementary school graduates?
- c. How much influence does school culture have on the quality of elementary school graduates?
- d. How much influence do teacher leadership, student self-regulated learning, and school culture have on the quality of elementary school graduates?

## 6. Simultaneous Test

A simultaneous test was used to investigate if teacher leadership, student self-regulated learning, and school culture influence the quality of elementary school graduates. The results are presented in Table 6.

Table 6. Results of Simultaneous Test

ANOVA <sup>a</sup>					
	Sum of		Mean		Sig.
Model	Squares	df	Square	F	
1 Regression	8687.916	3	2895.972	157.536	.000 <sup>b</sup>
Residual	2628.751	143	18.383		
Total	11316.667	146			

- a. Dependent Variable: Quality of Graduates
- b. Predictors: (Constant), School Culture, Teacher Leadership, SRL

If the p-value is less than 0.05, there is a statistically significant influence of variable X on variable Y. The results of Table 6 indicate a substantial influence of teacher leadership, student self-regulated learning, and school culture on the quality of elementary school graduates.

The influence observed is evident from the coefficient of determination test, as shown in Table 7.

Table 7. Coefficient of Determination Test

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.876 <sup>a</sup>	.768	.763	4.28753

a. Predictors: (Constant), School Culture, Teacher Leadership, SRL

The R square value of 76.8% indicates a direct influence of teacher leadership variables, student self-regulated learning, and school culture on the quality of graduates.

### 7. Partial Test

A partial test determines the influence of each independent variable on the dependent variable, using the t-test. Partial test results are shown in Table 8.

Table 8. Results of Partial Test

Model	Coefficients <sup>a</sup>				
	Unstandardized Coefficients		Standardized Coefficients		Sig.
	B	Std. Error	Beta	t	
(Constant)	-4.602	3.901		-1.180	.240
Teacher Leadership	.252	.087	.175	2.879	.005



SRL	.182	.088	.130	2.081	.039
School Culture	.851	.088	.638	9.689	.000

a. Dependent Variable: Quality of Graduates

The t-test is used to determine if there is a significant difference between the two means. The decision to use a t-test is based on the value of the significance level. If the significance level is  $< 0.05$ , then there is an influence of variable X on variable Y. The more significant effect is exhibited in column B, and the interpretation of the partial test results is indicated in Table 8 as follows:

The significance value of the teacher leadership is 0.005, or  $< 0.05$ . Therefore, the teacher leadership variable significantly impacts the quality of elementary school graduates, with a magnitude of 25.2%.

The p-value for SRL is 0.039, which is less than 0.05. Therefore, SRL significantly influences elementary school graduates' quality, with a magnitude of 18.2%. Furthermore, the p-value value of the school culture is 0.000, or  $< 0.05$ , indicating a significant influence on the quality of graduates, with a magnitude of 85.1%.

### Discussion

This research aimed to examine the influence of teacher leadership, student self-regulated learning, and school culture on the quality of elementary school graduates. The results found a significant simultaneous influence of teacher leadership, student self-regulated learning, and school culture on the quality of graduates by 76.8%. Teacher leadership had a partially significant impact on the quality of graduates, with a regression coefficient of 25.2%. The student self-regulated learning had a partially significant influence on the quality of graduates, with a regression coefficient of 18.2%. Finally, school culture had a partially substantial influence on the quality of graduates, with a regression coefficient of 85.1%.

<sup>46</sup> There is a significant simultaneous influence of teacher leadership, student self-regulated learning, and school culture <sup>38</sup> on the quality of graduates

The results of the F <sup>5</sup> test indicate that the null hypothesis can be rejected with a significance level of 0.05. The null hypothesis H1 is accepted, indicating a simultaneous influence of teacher leadership variables, student self-regulated learning, <sup>9</sup> and school culture on the quality of elementary school graduates. <sup>11</sup> This finding is consistent with (Utami et al., 2020), who found that self-regulated learning significantly influences academic achievement. However, different student learning outcomes are taught using guided techniques, <sup>31</sup> such as self-regulated learning (SRL) strategies (Reni et al., 2018).

According to Jannah and Kardoyo (2020), school culture significantly impacts graduate quality. Well-implemented school culture can improve the quality of graduates. For example, implementing character values as a component of the quality of graduates can lead to more successful students. Cultivating religious character through habituation activities of praying together, implementing congregational prayers at school, and praying sunnah significantly influenced the religious spirit of students at Noor Hidayah Elementary School (Nuraeni & Labudasari, 2021).

Teacher leadership significantly influences the quality of graduates (aIndriyani and Widodo 2019). Furthermore, learning intensity directly impacts the quality of education, making teacher leadership a vital component in the development of students. Teacher leadership is also essential to ensuring quality graduates and successful learning outcomes. Therefore, the role of students in contributing to these outcomes cannot be underestimated. <sup>8</sup> To improve the quality of graduates, it is necessary to raise the teacher leadership, student self-regulated learning, and school culture simultaneously.

<sup>42</sup> There is a partially significant influence of teacher leadership on the quality of graduates

The t-test showed that the teacher leadership variable had a significant value of  $0.005 < 0.05$ , indicating <sup>1</sup> a significant influence on the quality of graduates. This research strengthens the previous finding (Suyatno et al. 2022b) that the teacher's capacity to act as a role model and motivator in learning affects student discipline. The results highlighted that teacher leadership must be improved to produce better graduates. The quality of graduates is directly linked to the quality of teacher leadership. Research has shown that poor teacher leadership can lead to students feeling unmotivated in their learning, resulting in a lower quality of education (Öqvist & Malmström, 2018).

Graduates' quality is determined by several factors, including discipline, religiosity, anti-bullying, responsible attitude, and 21st-century skills. <sup>22</sup> As mandated in Law Number 20 of 2003 <sup>8</sup> concerning the National Education System, the main task of teachers is to educate, teach, guide, direct, train, assess, and evaluate students. Teacher leadership in learning includes motivating students, designing and preparing lessons, and influencing and encouraging students to learn. Today, it is becoming increasingly important for teachers to adapt to new technologies. This allows them to stay ahead of their students in digital literacy and provide guidance within the limits of acceptable norms. Teachers must set good examples and keep up with technological advances (Sofiarini & Rosalina, 2021). Teachers need a leadership style that positively influences students' motivation to learn. Fahri et al. (2022) found that proactive and creative educators are more likely to ignite student motivation and enthusiasm for learning.

Developing teacher leadership competencies should prioritize creating an optimal learning environment. The teacher leadership development model can be effectively implemented through training, manuals, and learning technical management manuals. According to Adhiim & Mahmudah, 2021), <sup>9</sup> to improve the quality of learning, school principals need to develop the competence of teachers and education staff.

*There is a partially significant influence of student self-regulated learning on the quality of graduates*

The ability of students to self-regulate and have the motivation to attain the intended success is known as self-regulated learning (SRL). It is, therefore, essential that teacher leaders prioritize the development of SRL competencies. The t-test found that the student self-regulation variable had a significant value of 0.039, implying that it influenced the quality of elementary school graduates. This finding aligns with Surjanti's (2021) assertion that self-regulated learning is integral to student success, especially online learning during the COVID-19 pandemic. Intrinsically motivated students tend to be more inquisitive and self-regulating in their learning. Hidayat et al. (2000) showed that the self-regulated learning model significantly affected students' motivation to learn. Motivated students are able to develop problem-solving techniques and improve their learning by looking for alternative resources, such as books, the internet, friends, parents, and experts. According to Mukaromah et al. (2018), students with good self-regulation skills will naturally be more engaged in learning. This positively impacts the components of graduate quality, including discipline, religiosity, improved learning, and 21st-century skills, such as being critical, creative, collaborative, and communicative. Furthermore, the quality of graduates can be improved by enhancing self-regulated learning and creating more awareness. This can be done by developing website-based Islamic cybercounseling applications, which have been shown to help students focus on learning objectives, manage the learning process, develop self-motivation, and boost self-confidence to improve and streamline the learning process (Fahyuni et al., 2020). Targeted efforts involving students, teachers, and parents are needed to enhance self-regulated learning. According to (Zuhaery & Santosa, 2021), it is essential that childcare training and SRL strategies targeting teachers and parents be updated regularly to ensure the

best possible outcomes for children. Furthermore, if students have self-regulation and are aware of their learning, it will be easier for parents to remind them to study.

<sup>1</sup> *School culture has a partially significant influence on the quality of graduates*

The t-test showed that the school culture variable significantly impacted graduate quality, with a  $0.000 < 0.05$  significance level. This strengthens the previous research by Hayati et al. (2020), which found that <sup>53</sup> religious character education building was based on school culture.

Quality education can be achieved through a school culture characterized by resilience. Many Indonesian schools are founded on the culture of developing a student profile Pancasila to produce quality graduates. The core values of students who uphold Pancasila include religious faith and devotion to God, independence, critical thinking, global diversity, cooperation, and creativity. To achieve the set goals, it is also necessary to instill a culture of literacy and numeracy in schools. The hidden curriculum of school culture plays <sup>45</sup> an essential role in shaping the character of graduates (Nasukah, 2017). Organizational culture and climate are among the many indicators of education quality (Fadhli, 2017).

It is essential that everyone within the school community plays their part in creating a positive school culture, from the principal and staff to the students and parents. For instance, the principal of an Islamic school should have a strong vision of religiosity reflected in several forms of activities carried out throughout the school day. These activities may include starting the morning with prayer and meditation, incorporating worship into the lesson schedule, and routinely celebrating Islamic holidays. By monitoring and upholding these practices, the principal can ensure that the school remains a religious and spiritual community. In addition, implementing teachers should commit to carrying out student activities, monitoring their progress, and providing rewards and punishments as necessary. Schools should also monitor religious practices at home to ensure that parents are involved in promoting religious values.

According to (Mardlotillah, 2013), One of the main factors that support the implementation of character as a school culture is the joint commitment of all stakeholders.

After analyzing the data, it was found that school culture has the most significant impact on the quality of graduates. (Chiar, 2009) found that school success involves complex dimensions, organizational structure, policies, finances, school facilities, and infrastructure. Furthermore, success depends on the soft dimensions such as the human aspects in the form of values, beliefs, culture, and behavioral norms. Educational management experts argued that school culture is the most influential factor in educational success. Schools can instill character values in students through joint commitment and shared responsibility from all parties involved.

### **Conclusion**

<sup>12</sup> There was a significant influence of teacher leadership, student self-regulated learning, and school culture on the quality of graduates by 76.8%. This value indicated that the three X variables strongly influenced the Y variable simultaneously, while 23.2% was influenced by other variables. Therefore, the quality of elementary school graduates is intimately linked to the effectiveness of teacher leadership, student self-regulation, and school culture.

There was a partially significant influence of teacher leadership on the quality of graduates by 25.2%. This implies that by increasing teachers' leadership by one unit, the quality of graduates improves by 25.2%. Therefore, it is essential to have teacher leadership to enhance the quality of graduates.

<sup>12</sup> There was a significant influence of student self-regulated learning on the quality of graduates by 18.2%. This suggests that each student's self-regulated learning increases by one unit, which improves graduates' quality by 18.2%. Therefore, it is crucial to encourage self-regulated learning to enhance graduates' quality.



Furthermore, <sup>1</sup> there was a partially significant influence of school culture on the quality of graduates by 85.1%. This implies that each additional unit of school culture improves the quality of graduates by 85.1%. The impact of <sup>6</sup> school culture on the quality of graduates was significant. As such, schools must maintain a consistent culture, with high commitment from all parties involved. The school culture was the most significant factor influencing the quality of graduates, at 85.1%, compared to the <sup>56</sup> effects of teacher leadership and student self-regulated learning.

### Recommendation

It is crucial <sup>44</sup> to improve the quality of teacher leadership, student self-regulated learning, and the implementation of school culture. This necessitates the involvement of all stakeholders, including educators, learners, and school administrators. Supervisors and local education authorities also have a role to play.

To improve teacher leadership, various parties need to be involved, including teachers. This is because it directly affects the quality of graduates and their competencies. By being more competent in teaching, students can be prepared for success. Furthermore, school administrators play an essential role in supporting and supervising school principals. This includes providing training and workshops, as well as assigning tasks and responsibilities. By effectively managing their schools, principals are better able to achieve positive outcomes for students.

Various parties, including students, teachers, and schools, <sup>36</sup> play an important role in improving the quality of graduates. The learners must also understand that their role in learning is crucial to success. Teachers can guide students in understanding their role in learning and make most of their learning opportunities.

Positive school culture is necessary to improve the quality of graduates. Its implementation requires the collective effort of all stakeholders, including school administrators, teachers and staff, students, and parents.

The principal's role in overseeing the implementation of school policies is crucial to maintaining a positive school culture. Furthermore, teachers and parents must have seamless communication to implement a family-based school culture successfully. Schools and communities should also be committed to improving community-based school culture.

### **Limitation**

The study revealed three variables that affect the quality of graduates but does not disclose what other variables may be at play, making the role of other variables unknown. Furthermore, it has not yet been thoroughly analyzed why the variable student self-regulated learning has the least effect on the quality of graduates, whereas the school culture variable has the greatest influence on the quality of graduates.

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