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Relationship between Organizational Culture Openness and Teacher Readiness Quality with School Dynamic Effectiveness in One-Roof Schools

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ABSTRAK

Saat ini belum banyak peneliti atau pakar yang mengkaji bagaimana budaya organisasi, kualitas kesiapan guru, dan sekolah efektif bersifat dinamis, terutama pada sekolah satu atap di wilayah pinggiran kota yang kondisi geografisnya dekat pantai dan pegunungan. Penelitian ini bertujuan untuk menganalisis hubungan OCO dan TRQ dengan SDE. Penelitian ini dilakukan di 9 sekolah satu atap. Penelitian ini menggunakan pendekatan kuantitatif, desain non-eksperimental. Responden penelitian ini terdiri dari 87 responden (guru dan kepala sekolah). Teknik pengumpulan data yang dilakukan peneliti dilakukan dengan menggunakan kuesioner di Google form melalui pilihan ganda. Analisis deskriptif menggunakan IBM SPSS22 dan statistik inferensial menggunakan SmartPLS3. Hasil penelitian menunjukkan (1) faktor budaya Jawa masyarakat terpencil yaitu "ewuh pakewuh," (2) bimbingan instruktif dari Koordinator Wilayah Dinas Pendidikan, (3) pembangunan lokasi wisata berupa jalan raya, (4) ketersediaan internet di pelosok desa. Variabel yang belum diteliti sebesar 24,7% kemungkinan besar disebabkan oleh faktor kepemimpinan instruksional dan kepemimpinan bersama.

ABSTRACT

Not many researchers or experts have studied how organizational culture, the quality of teacher readiness, and effective schools are dynamic, especially in one-roof schools in suburban areas whose geographical conditions are near the coast and mountains. This research aims to analyze the relationship between OCO and TRQ with SDE. This research is in 9 one-roof schools. This study is using the quantitative approach, non-experimental design. The respondent of this study consist of 87 respondents (teachers and principals). Data collection techniques by researchers were carried out using a questionnaire in the Google form through multiple choice. Descriptive analysis using IBM SPSS22 and inferential statistics using SmartPLS3. The result shows (1) the Javanese cultural factor of remote communities, "*ewuh pakewuh*," (2) instructive guidance from the Regional Coordinator of the Education Office, (3) the construction of tourist sites in the form of roads, (4) availability internet in remote areas of southern Malang. The 24.7% variable that has yet to be studied is most likely caused by factors of instructional leadership and shared leadership.

1. INTRODUCTION

The existence of a one-roof school is allocated to equalize education in remote areas, especially the school enrollment rate. Statistical data show it is undoubtedly good when it relates to the context of access to education. However, at a glance, implementing one-roof schools in East Java Province, according to previous research from previous study still needs to overcome various obstacles, including Malang Regency (Ulfatin & Mukhadis, 2017). This problem is specifically about how one-roof school does not only solve the GER problem but about how schools that are effective in the SD-SMP context cannot yet be

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implemented, either because the curriculum is not integrated or from the context of the quality of teacher teaching (Khusna et al., 2021; Ulfatin & Mukhadis, 2017). It is undoubtedly quite ironic when viewed from the national public perception regarding the branding of Malang Raya as the City of Education. On another aspect, geographically, the entire area of Malang Regency, especially in remote areas, can still be reached by various academic experts, as well as the Education Office, which has the authority to control aspects of management in one-roof schools. In line with the opinion of previous researchers who stated that fulfilling the quality and quality of education in Greater Malang is quite strategic to achieve because of the ease of road access for small schools, which are relatively easy to reach by academics and experts who incidentally come from the center of Malang City (Adha et al., 2019;Hanum et al., 2020).

Even though the condition of Malang Raya consists of various natural characteristics such as (1) mountains, (2) beaches, and (3) hills, it is still easy to reach because the construction of access roads has been fully fulfilled from the end of Malang City to the southern coast of Malang Regency. Organizations and educational institutions, of course, have characteristics in them which are called culture. One-roof schools, which are generally located in remote areas, certainly also have a culture in them. As research by previous study if people in remote areas have an open culture that is relatively the same as other remote areas, namely being open to orders and input from trusted people, and carrying out a task happily and sincerely (Nurhazizal et al., 2019). The meaning of the expert's opinion is that remote communities have transformational behavior rather than transactional in the context of implementing responsibilities. Other research included in the study of Education also revealed that school culture in remote areas prioritizes aspects of collegiality, kinship, constructivism in criticism, and learning with heart (S. Siregar et al., 2022). An exciting study of this idea explains that learning is carried out with the heart, which means that despite low teacher welfare, teachers in remote areas still exert all their energy and time to teach optimally. Therefore, the expert also explained that it is not uncommon for teachers in remote areas to be given produce by the parents of students to replace their hard work when teaching amid limitations (Hoy & Miskel, 2013; S. Siregar et al., 2022). Theoretically, this aligns with organizational culture openness, which consists of intimate school behavior, principal supportive behavior, and positive workloads.

The implementation element of a one-roof school is closely related to the teacher's ability to manage learning. Two government programs are included in improving the quality of teacher readiness in teaching, namely (1) TKG (Teacher Special Allowance) and (2) PGDK (Special Regional Teacher Training). The government claims that this program is capable of increasing the work ethic, teacher creativity, and teacher innovation in teaching in remote areas. Throughout that year, there were gaps found by researchers from other studies which explained that teacher readiness quality throughout Indonesia, especially in the management of new classes, learning innovation was still at a low level which was marked by the lack of use of interactive learning media to spur elements of learning constructivism (Purwanto, 2021). The researcher argues that, in general, teacher readiness quality in Indonesia is still low; of course, in remote areas, it is also an exciting concern to study its level in one-roof schools. The specific construct of teacher readiness quality discusses the quality of teacher readiness in (1) new normal class management and (2) instructional materials (Sente & Gorriceta, 2022).

Juridically, the quality of schools in remote areas is measured through SPM (Minimum Service Standards), so it does not race against 8 national education standards. Based on this opinion, it can be automatically concluded that one-roof schools can adopt SPM to measure their quality. This concept is the same as the design of quality measurements in underdeveloped schools in the United States, as emphasized by previous study where schools with geographical and social conditions on the outskirts of the USA can use measurements of (1) student engagement, (2) student learning strategy, and (3) school society academic emphasis as an alternative in reviewing effective dynamic schools (Lee & Shute, 2010). This measurement condition is the theoretical construct of dynamic school effectiveness. Based on various status quo, factual data, previous research, and rationale of researchers, it is interesting to examine how (1) organizational culture openness (OCO) levels, (2) teacher readiness quality (TRQ) levels, (3) school dynamic effectiveness levels, (4) the relationship between OCO and TRQ with school dynamic effectiveness, especially in the suburban area of southern Malang as a remote area where one-roof schools are located (Lee & Shute, 2010; Supriyanto, 2011) .

This study is interesting for research, as initial data for the government, as well as for other researchers who wish to develop organizational culture and the quality of teacher readiness to achieve effective dynamic schools in the following year. Another thing that is the urgency of this research, not many researchers or experts have studied how organizational culture, quality of teacher readiness, and dynamic effective schools, especially in one-roof schools in suburban areas which are in geographical conditions near the coast and mountainous areas. The novelty and the findings from this research can serve as a reference for other researchers to study more broadly and in depth using both qualitative and

quantitative methodologies. The aims of this study is to analyze the relationship between OCO and TRQ with SDE.

2. METHOD

This research uses a quantitative through a correlational descriptive design, where a descriptive approach is used to show each variable's achievement level and a correlational approach to examine the relationship between exogenous and endogenous variables (Creswell, 2013). This descriptive approach is used to describe the levels of Organizational Culture Openness (OCO), Teacher Readiness Quality (TRQ), and School Dynamic Effectiveness (SDE). The correlational approach was used to examine the relationship between OCO and TRQ with SDE in one-roof schools (Elementary School-Junior High School) in the southern suburbs of Malang Regency. The research design can be reviewed in Figure 1.

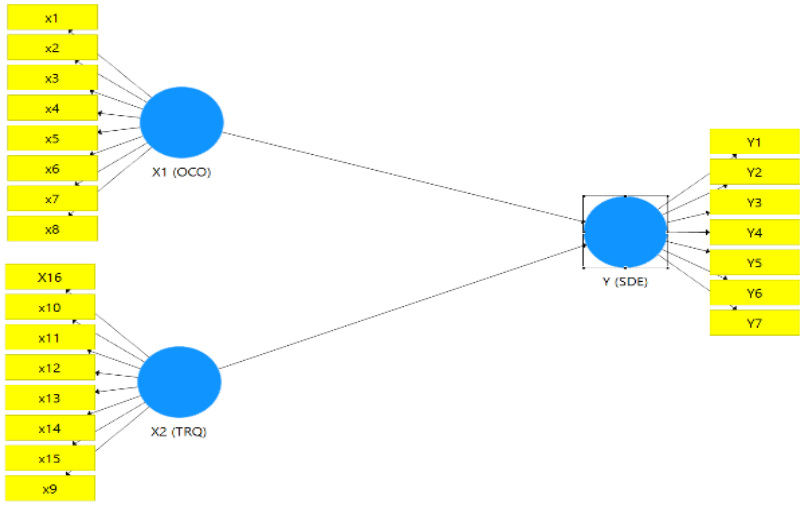

Figure 1. Relationship between Exogenous and Endogenous Variables

It should be noted that this research is a non-experimental research design, so researchers do not give specific treatment to the sample (Sugiyono, 2019). Researchers collected data using a Likert scale of 1 to 4 to avoid doubts when filling out a closed questionnaire. In this study, variable X1, namely Organizational Culture Openness (OCO), consists of three sub-variables accommodated through eight indicators. The X2 variable, Teacher Readiness Quality (TRQ), consists of two sub-variables confirmed in 8 indicators. Finally, the endogenous variable or Y consists of three sub-variables accommodated through 7 indicators as show in Table 1.

Table 1. Description of Variables and Sub-Variables

No	Variabel	Sub-Variabel
1	Organizational Culture Openness (OCO)	Intimate school behavior
		Supprotive principal behavior
		Positive workloads
2	Teacher Readiness Quality (TRQ)	New normal class management
		Instructional materials quality
3	School Dynamic Effectiveness (SDE)	Student engagement
		Student learning strategy
		School society academic emphasis

The population of this study is a one-roof school in the southern suburbs of Malang Regency are 9 (nine) one-roof educational institutions, with principals and teachers as respondents. The sample of this study was determined by a saturated sample, namely the entire population of teachers in one-roof schools with a total of 74 teachers and 9 principals with a total of 87 samples. Researchers use this because the population is less than 100 and should take the entire population for total sampling (Arikunto, 2013). Description of the population and research sample is show in Table 2.

Table 2. Description of the Population and Research Sample

No	School	Total Population and Sample
1	SMPN 4 Sumbermanjing Wetan Satu Atap	5
2	SMPN 5 Sumbermanjing Wetan Satu Atap	12
3	SMPN 3 Poncokusumo Satu Atap	6
4	SMPN 4 Poncokusumo Satu Atap	9
5	SMPN 3 Donomulyo Satu Atap	9
6	SMPN 4 Bantur Satu Atap	11
7	SMPN 5 Bantur Satu Atap	11
8	SMPN 4 Ampel Gading	8
9	SMPN 5 Ampel Gading	12
Jumlah		**87**

Data collection techniques by researchers were carried out using a questionnaire or questionnaire with a closed questionnaire type as outlined in the Google form through multiple choice. The instrument scale in this study uses the mapping in Table 3.

Table 3. Research Instrument Scale Mapping

No	Interpretation	Skala
1	Very Bad (SBU)	1
2	Bad (BU)	2
3	Good (B)	3
4	Very Good (SB)	4

Table 4. Data Normality Test Results X1 to Y

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		87
Normal Parameters	Mean	.0000000
	Std. Deviation	1.91547321
Most Extreme Differences	Absolute	.170
	Positive	.083
	Negative	-.170
Test Statistic		.170
Asymp. Sig. (2-tailed)		.000[c]

Table 5. Data Normality Test Results X2 to Y

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		87
Normal Parameters	Mean	.0000000
	Std. Deviation	1.89267117
Most Extreme Differences	Absolute	.185
	Positive	.140
	Negative	-.185
Test Statistic		.185
Asymp. Sig. (2-tailed)		.000[c]

Data analysis in this study used IBM SPSS 22 for descriptive statistics and SmartPLS 3 for inferential statistics. Descriptive statistics are used to analyze (1) the frequency of data distribution among respondents and (2) the level of achievement of each variable in the study. Inferential statistical data analysis uses (1) a classic assumption test, (2) a validity and reliability test of Smart PLS 3, and (3) a hypothesis test to determine the relationship between exogenous variables and endogenous variables, which of course, uses Partial Least Square (PLS) from the Smart application PLS 3. The results of the classical assumption test follow the procedure, namely (1) data normality test, (2) linearity test, and (3) multicollinearity so that if the data does not meet the data normality criteria, it cannot become parametric

statistics. The data normality test has a significance value criterion of > 0.05, so the residual values are normally distributed, and if <0.05, the residual values are not normally distributed. The results of the data normality test from the researcher indicate that the significance value is not normal because it is <0.05, as seen in Tables 4 and Table 5, so it cannot continue with other classic assumption tests and must go towards non-parametric statistics.

The results of this study in terms of methods are non-parametric statistics, which means generalizations only apply to that area or cannot be generalized globally. Theoretically, this can be analyzed using SmartPLS 3 to review (1) the outer model and (2) the inner model, in which the outer model is a construct validity and reliability test, and the inner model is a regression to assess the effect of one variable on another (Hair et al., 2017). Test the validity and reliability of constructs implemented by researchers so that items that are neither valid nor reliable can be directly executed.

3. RESULT AND DISCUSSION

Result

Descriptive Analysis of Respondents at One Roof School in the Suburbs of South Malang

When writing the results of this study, the researcher will attach the results related to (1) the results of the descriptive analysis, (2) the results of the reliability and validity construct tests, (3) the results of the inner model of the relationship between OCO and TRQ with SDE, and (4) the results of R Square Quality Criteria. The results of the respondents' entries in this study will be explained through various descriptions in Table 6.

Table 6. Distribution of Respondents by School of Origin

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SMPN 4 Sumawe Satu Atap	5	5.7	5.7	5.7
	SMPN 5 Sumawe Satu Atap	12	13.8	13.8	19.5
	SMPN 3 Poncokusumo Satu Atap	6	6.9	6.9	26.4
	SMPN 4 Poncokusumo Satu Atap	9	10.3	10.3	36.8
	SMPN 3 Donomulyo Satu Atap	9	10.3	10.3	47.1
	SMPN 4 Bantur Satu Atap	12	13.8	13.8	60.9
	SMPN 5 Bantur Satu Atap	11	12.6	12.6	73.6
	SMPN 4 Ampel Gading Satu Atap	12	13.8	13.8	87.4
	SMPN 5 Ampel Gading Satu Atap	11	12.6	12.6	100.0
	Total	87	100.0	100.0	

Based on Table 6, it can be concluded that the distribution of respondents is a one-roof junior high school in the suburbs of southern Malang, with 87 respondents. Respondents' distribution of employment status is show in Table 7.

Table 7. Respondents' Distribution of Employment Status

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Teacher	78	89.7	89.7	89.7
	Principal	9	10.3	10.3	100.0
	Total	87	100.0	100.0	

Base on Table 7 regarding the total number of respondents, there were 87. The distribution of employee status included 78 individual teachers and 9 school principals, each of whom was spread across each school on one roof on the outskirts of southern Malang.

Descriptive Analysis of Achievement Levels of Latent Variables

Latent variables are a combination of constructs in one study. The latent variables in this study consist of exogenous variables, namely OCO as X1, TRQ as X2, and SDE as the endogenous variable. Next, in **Table 8**, the researcher will display the achievement of organizational culture openness variables.

Table 8. Results of Achievement Level of Variable X1

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Bad	1	1.1	1.1	1.1
	Good	7	8.0	8.0	9.2
	Very Good	79	90.8	90.8	100.0
	Total	87	100.0	100.0	

Based on Table 8 it can be generalized if the achievement level of organizational culture openness is at an insufficient level of 1.1%, a good level of 8.1%, and an excellent level of 90.8%. The conclusion that can be generalized from these results is that the OCO from the one-roof school in the southern Malang suburbs is very good or very high because most respondents gave such a category. Then descriptive analysis of achievement level of variable X2 is show in Table 9.

Table 9. Results of Descriptive Analysis of Achievement Level of Variable X2

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Good	6	6.9	6.9	6.9
	Very Good	81	93.1	93.1	100.0
	Total	87	100.0	100.0	

Base on Table 9 show the data conclusions that can be drawn from Table X2 regarding the achievement of the teacher readiness quality level are at a good level of 6.9% and an excellent level of 93.1%. This conclusion means that teacher readiness for one-roof schools in the southern Malang suburbs is very high or excellent. Descriptive analysis of achievement level of variable Y is show in Table 10.

Table 10. Results of Descriptive Analysis of Achievement Level of Variable Y

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Bad	1	1.1	1.1	1.1
	Good	4	4.6	4.6	5.7
	Very Good	82	94.3	94.3	100.0
	Total	87	100.0	100.0	

Base on Table 10 conclude that dynamic school effectiveness in one-roof schools in the southern Malang suburbs is at an insufficient level of 1.1%, good at 4.6%, and 94.3% at an excellent level. The meaning of the results of the descriptive analysis is that the effective dynamic school of the sub-variables at the research location is excellent.

Construct Reliability and Validity (Outer Model)

Construct reliability and validity mapping data implemented by researchers must meet the prerequisites with a value of > 0.5 or better, ideally > 0.7. Based on these results, the conclusion from the SmartPLS Algorithm shows that several indicators or items must be executed to meet the model's feasibility, which can be seen in Figure 2.

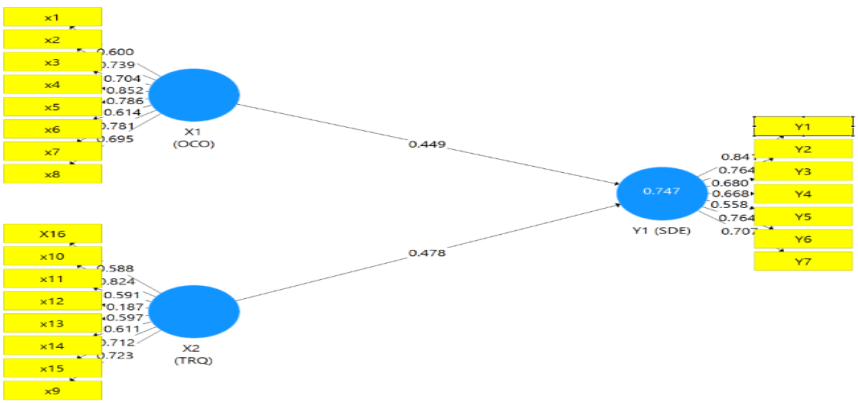

Figure 2. PLS Algorithm Results

Based on Figure 2 the researcher executed several items with an extreme loading value of ≤ 0.5 (1) item X12 with a result of 0.187; (2) item 14 with a result of 0.611, which is still executed because it is in the range <0.7 to adjust the feasibility of the model; (3) X16 with a value of 0.588 which is <0.7; (4) Y4 items with a value of 0.668 because <0.7 and (5) Y5 with a value of 0.558 because <0.7. Thus, based on these results, a new fit model was found to be analyzed for bootstrapping in SmartPLS 3. It should be noted that this fit model is proven by several criteria other than construct reliability and validity in this research method, namely the collinearity statistics or VIF value must be ≤ 10.00. All items in the analysis, which have been executed for outer loadings that do not meet the prerequisites, then the overall results are found if the items included are worth ≤ 10.00. The researcher will present the reliability test based on Cronbach alpha in Table 11.

Table 11. Construct Reliability Research Results

	Cronbach's Alpha	Rho_A	Composite Reliability	Average Variance Extracted (AVE)
X1	0.869	0.881	0.898	0.527
X2	0.762	0.793	0.841	0.517
Y1	0.821	0.836	0.875	0.584

Table 11 show that if Cronbach's alpha as a whole is X1 with a value of 0.869, X2 with a value of 0.762, and Y with 0.821, it means that it meets the ideal standardization related to reliability, namely in the range of 0.7-0.8. Finally, for a feasibility model, the results of the Fornell lacker criterion, the endogenous variable must have a more excellent coefficient value. Otherwise, the model is not feasible for bootstrapping analysis, which will be attached in Table 12.

Table 12. Fornell Larcker Criterion Results

	X1 (OCO)	X2 (TRQ)	Y1 (SDE)
X1 (OCO)	0.726		
X2 (TRQ)	0.742	0.719	
Y1 (SDE)	0.812	0.812	0.764

Table 12 show the results of the Fornel Lacker criterion show that X1 has a value of 0.726, X2 has a value of X2 0.719, and Y has a value of 0.764. This model is feasible for bootstrapping analysis because the coefficient values of exogenous variables < endogenous variables.

OCO and TRQ relationship with SDE

The significance of the relationship between exogenous and endogenous variables can be reviewed after bootstrapping analysis. In the new model, it can be seen from the P values of each variable relationship in the path coefficient. Therefore it can be seen from the model that has been finalized and has been fit after going through various tests in Figure 3.

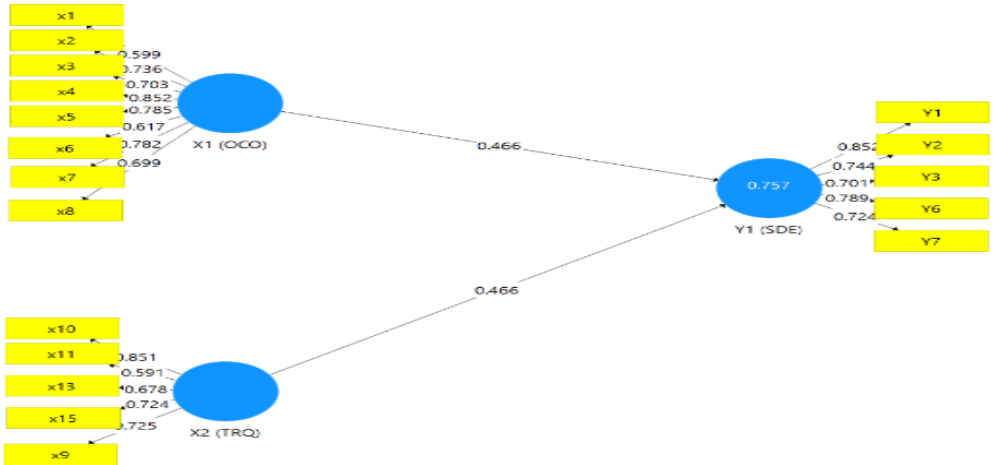

Figure 3. Latent Variable Path Relationship Model

Based on Figure 3, there is a relationship between X1 to Y; the result is 0.466, meaning that there is a positive relationship of 46.6%, and for X2 to Y, the result is the same, namely 0.466, so the positive relationship is 46.6%. Furthermore, there is a P-Value which can be seen in Table 13.

Table 13. Results of P Value Relations Between Variables

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistic ()/STDEV)	P Value
X1 (OCO > Y1 (SDE)	0.466	0.458	0.113	4.135	0.000
X2 (TRQ) . Y1 (SDE)	0.466	0.481	0.106	4.399	0.000

The P value of the results X1 with Y is 0.000, and X2 with Y is 0.000, so it can be interpreted that there is significance because it is less than 0.05. The conclusion from these results, in the context of a one-roof school in the southern suburbs of Malang, the factor of openness of organizational culture and the quality of teacher readiness can create a compelling dynamic school with percentage mapping, as explained in this section. The results can be explained if 0.757 x 100% = 75.7 variables X1 and X2 contribute to variable Y, while the remaining 100% -75.7% = 24.7%, the rest is influenced by other variables that have not been studied. Therefore, the main results of this study are known if OCO and TRQ can realize an SDE in a one-roof school in the Southern Suburbs of Malang Regency because each of these variables has a relationship and has a contribution to the implementation of the endogenous variable construct of this study.

Discussion

Achievement Level of Research Exogenous Variables

The level of OCO in the results of this study can be categorized as very good because the results prove that the majority of respondents, 90.8%, choose the very high or excellent category. An overview of OCO, in summary, can be interpreted as how an educational institution can present the characteristics of human resources and their environment so that they are socially open, constructive, and have deep family elements (Hoy & Miskel, 2013; Khodadad & Kaur, 2016). In detail, this organizational culture openness is a characteristic of educational institutions with (1) private school behavior, (2) supportive principal behavior, and (3) positive workloads. The results of the excellent level of organizational culture, in the first sub-construct, namely private school behavior, based on the cultural foundation of the Javanese people in the southern suburbs of Malang Regency, are indeed rational when connected with existing sociological conditions. The rationale of this researcher is in line with the results of previous research, which stated that Javanese people, especially those who live far from the city center, tend to uphold group cohesiveness, mutual harmony, and the behavior of eliminating prejudice (Arrovia, 2021). Other research also shows that the Javanese people have a motto in terms of solidarity by adhering to "*mangan ora mangan sing penting kumpul bareng*" (Siregar, 2020). It means that whether there is no food or much food, the most important thing is to gather together. In the private school behavior sub-construct, of course, this can be why in this condition, the culture of openness or OCO present at the research location can be classified as very good. The factual activities that occur based on evidence of private school behavior are proven by other research, which explains that in Javanese culture, educational institutions often carry out the "*syukuran*" tradition by inviting all school human resources to the homes of the principal and teachers as a form of human relations in the pattern of "*hasta brata*" (Kurniawan, 2019).

The "*hasta brata*" pattern is a symbol of the character of the Javanese people, which is reflected in the ability to respect others, communicate with the surrounding community, and make wise decisions. In the other sub-construct in the form of principal supportive behavior, if it is related to factual conditions and previous research, the tendency of the Javanese people is the "*ewuh pakewuh*" behavior pattern, which means being reluctant when communicating with other people through negative emotions such as (1) high tone, (2) angry, too (3) snapping (Kurniawan, 2019; Septian et al., 2016). The researcher argues that concerning the results of previous research, it is following the conditions of the Javanese people, especially those who are not affected by the acculturation of other ethnic cultures, where the tone of speech or giving orders is always in the perception of others in the context of being polite, polite and gentle to listen. This rationale is also in line with the results of other studies, which state that in the embodiment of principal supportive behavior, a school principal is advised to provide subtle directions in terms of the tone of communication but remains firm and can guide in two directions (Day et al., 2016; Jensen et al., 2019). In the last aspect, in the OCO sub-construct, positive workloads are conceptually

reflected in terms of disciplined work but remain in pleasant psychological conditions. As revealed by previous research, it is common to do this in one-roof schools. In the work culture at one-roof schools, the teacher's workload is generally a little because the ratio of students and teachers is generally balanced. However, there are difficulties in accessing both facilities and infrastructure, as well as poor welfare. Become a problem. Nevertheless, there is exciting research on the mindset of the Javanese people, called "*alon-alon, alon-alon sing penting kelakon*," which means slowly but surely succeeding. The results of this study can be used as reasons for scientific considerations related to why the OCO results are so high.

In the second exogenous variable, there is teacher readiness quality where, which is represented in (1) new normal class management and (2) instructional materials (Arrovia, 2021; Sente & Gorriceta, 2022). When looking at the condition of one-roof schools and government programs to realize teacher quality readiness in teaching, there are programs (1) special allowances for remote teachers and (2) special regional teacher training. Field studies or other research shows that in developing the quality of teacher readiness in teaching, each District and City Education Office has branch units in the form of Kawedanan Coordinator and Regional Coordinator to provide mentoring training that is self-directed and intensive development (Idris & Salmia, 2016; Rahayu et al., 2019; Sukmaratri, 2018). Furthermore previous study explained that not only was road access built, but internet access in the form of signal strengthening for cell phones was also strengthened even though it was only centered on Balekambang Beach as the leading tourist destination in general (Idris & Salmia, 2016).

For these various ideas, researchers can answer related to why the TRQ in one-roof schools in the southern suburbs has an excellent category, namely because of support in the form of road access, so that when there is teacher training and MGMP (Subject Teacher Deliberation) which is located in the southern sub-district center becomes easy to be attended by One-roof school teachers. It can answer how acquiring new normal class management is in the excellent category. The need for training can be fulfilled because of its causal relationship to tourism and road access. Sub-constructs in the form of instructional materials can also be influenced by adequate internet access so that teachers can develop their teaching materials. In line with researchs that state if the capital aspects of the internet in the 21st-century era are considered capable of developing teacher readiness in developing their learning materials (Kim et al., 2019; Mawardi, 2018).

Level of Achievement of Research Endogenous Variables

The endogenous variable in this study is school dynamic effectiveness or SDE. The level of achievement in the research results is also the same as the exogenous variable, namely in the excellent value level, with a total of 94.3%. SDE is a construct that can measure the effectiveness of school dynamics in terms of (1) student engagement, in the form of student attendance and engagement to enter class, (2) student learning strategies, which are marked by student obedience in class to the teacher and the ability to think with the orientation of everyday problems days, and (3) school society emphasis, or the involvement of parents and the surrounding environment in carrying out the educational process. Experts state that if a school's dynamics are effective, it can still be categorized as good even though the ability for academic achievement outside of school has yet to be proven vital (Lee & Shute, 2010). The high achievement of endogenous variables in this study cannot be separated from various reasons such as (1) the availability of access to school infrastructure, (2) learning based on teacher-servant leadership, and (3) the close relationship between teachers and parents of students. The researcher's assumption is supported by several research results from other experts, which state that the primary key to increasing GER in remote areas is providing infrastructure such as roads to sturdy buildings, including one-roof schools (Pudyastuti & Mulyaningsih, 2021). Second, related to learning based on teacher servant leadership, in which the learning process is based on the sincerity of the teacher in guiding students individually, resulting in positive emotional closeness (Avolio & Gardner, 2005; Zahara & Sani, 2019).

Exposure to this theory correlates with the learning process carried out in remote areas. Research study states that teacher learning in rural or remote areas is based on sincerity in service (S. Siregar et al., 2022). This sincerity when teaching is shown in activities such as intensive individual guidance of students, teaching without reviewing the salary scale, and based on ukhrawiyah wishes. The third assumption of the researcher in the form of the close relationship between teachers and student guardians, which is allegedly able to contribute to the implementation of school society emphasis in the form of the participation of student parents in school activities which can be linked to socio-cultural conditions and community characteristics in remote areas south of Malang. The culture of the Javanese in remote areas always leads to cooperation, respecting the presence of clerics and teachers, and *ewuh pakewuh* to superiors (Arrovia, 2021; J. S. Siregar, 2020). One representation of cooperation, to appreciate the presence of clerics and teachers in parts of southern Malang, is evidenced by the research state during

a teacher's visit to teach students from house to house, gifts are always given to in the form of regional specialties or banquets for appreciate the presence of the teacher, as well as the culture of "*syukuran*" students also invite teachers (Bhayangkara et al., 2020). It certainly gives parents confidence in teachers participating in school activities because cohesiveness has been formed.

Relationship between Organizational Culture Openness and School Dynamic Effectiveness

The study results show that OCO has a positive relationship with SDE, evidenced by a P-Value of 0.000. If adjusted to the criteria is <0.05, there is significance. On another aspect, in terms of the value in the path analysis, it can be seen that the value is 0.466, which means that the contribution of the OCO relationship to realizing SDE is 46.6%. The values and results of this study are in line with previous research, which states that schools that have a pattern of transformational leaders when bringing their organizations in the form of cultural openness and high collegiality aspects can make schools dynamic in the context of (1) parental involvement, (2) student discipline, and (3) teacher cohesiveness (Alm et al., 2019; Ertem et al., 2021; Kimaro & Machumu, 2015). When reviewing the terms of previous research, the results of SDE do have a close relationship with organizational culture openness because, rationally, it can be seen that if it is related to an effective dynamic school, it must also be supported by an open organizational culture. It is in line with expert research, which states that the positive organizational culture of an educational institution is reflected in its open nature, low cynicism among human resources, and high commitment to work with heart (Utami et al., 2021). The exciting context of the previous research on organizational culture openness lies in organizational cynicism. When connected with the acquisition of excellent OCO at the research location, this connection shows that the culture in remote Javanese society contains elements of togetherness, cooperation, and mutual respect.

Various reviews related to the previous paragraph are aspects of private school behavior closely related to SDE. The following discussion lies in principal supportive behavior, which sub-variable researchers assume can realize student learning strategies. Student learning strategies are represented in activities such as students' abilities in problem-based learning at the direction of the teacher and the timeliness of collecting student assignments. The principal, as a course leader in the research location, has a supportive behavior represented in constructive teacher development. It is in line with the results of other studies, which state that school principals with a supportive attitude always provide appropriate academic supervision and follow up with a two-way collaborative principle with teachers (Mette et al., 2015;Glickman & West Burns, 2021). The results of this study can be drawn conclusions related to the results of SDE, especially in the problem-based learning of students by teachers, why it can be high; of course, it has something to do with supportive support from the school principal. For these various reasons, OCO and SDE have a positive connection or relationship. Finally, concerning positive workloads in OCO as a sub-construct, it will lead to the formation of a relationship with student learning strategies because conceptually, the teacher's achievements are in the form of being anti-procrastination, sincerity and a happy state when carrying out various tasks is the primary concern for achieving SDE (Lee & Shute, 2010; Yıldırım, 2022; Yulianti et al., 2019). It is also reinforced by expert opinion, which states that anti-procrastination activities and a pleasant working atmosphere can help achieve work results toward customer satisfaction (Metin et al., 2018; Sallis, 2014). Customer satisfaction is the achievement of core external customer satisfaction, namely students in one-roof schools in terms of assignments, teaching, and the learning process by the teacher. So, from that, OCO and SDE have a positive relationship because the two latent variables have sub-construct continuity that builds on each other.

Relationship between Organizational Culture Openness and School Dynamic Effectiveness

Teacher readiness quality and the relationship with school dynamic effectiveness have a positive relationship with the acquisition of a P value of 0.000 which is <0.05, and the related contribution is 0.466 or 46.6% in building an effective dynamic one-roof school. TRQ and its influence on SDE through the results of these good scores, of course, cannot be separated from the achievement of high levels of TRQ in the study locations. The challenge in education in remote areas is to condition classroom management so that students can be passionate about learning and following the expectations of the outcomes of a subject. Nevertheless, this is a paradox with the results of the study, where the class management of teachers at One-roof school is optimal or in the excellent category. In the vulnerable implementation of various education programs, especially the government's proposal to develop educational equity in the first quartile of 2023, this has increased from developments in the previous five years. The research results on one-roof schools explained that the quality could not be met because, in the early days of the formation of One-roof school until its implementation, it was only allocated to increase APK in compulsory education (Riyanto & Nurfuadi, 2022). Researchers assume TRQ can contribute to a positive relationship regarding student learning strategy. The subject matter of student learning strategies is represented

through students' craft to enter school and the ability to carry out PBL; TRQ contributes to the new normal class management sub-construct. The new normal class management is categorized as very good in preparing teachers for problem-based learning to strategic plans in consultation with students and parents based on the results of this study. The concept of problem-based learning, especially in remote areas, is easier to implement because, rationally, the geographical conditions of students are directed toward their proximity to nature and their participation in their parents' work at home. The researcher's opinion is supported by the expert's opinion, which states that implementing problem-based learning in small schools is easier to do because student activities are generally closely related to activities outside the home, such as helping parents, socializing with the surrounding community, and being close to nature (Khusaini & Muvera, 2020; Yulianti et al., 2019).

On this basis, the teacher's readiness to manage the learning and the appropriate geographic and social conditions make the acquisition of TRQ very good so that SDE as the endogenous variable is also given a positive relationship. Unlike in urban areas, where cognitive aspects are more dominant than psychomotor students because all activities have been intervened with technological assistance, in problem-based learning in the context of linking subjects to everyday problems in rural areas, there are more sources of inspiration for teachers than in cities. The conclusions that can be given by researchers regarding this matter, of course, through the existence of various geographical conditions that facilitate the contextualization of PBL with daily student activities, are considered to provide a positive relationship for TRQ in realizing SDE in terms of student learning strategies. Another sub-construction in the TRQ, which is called instructional materials, according to the view of researchers, which is based on the results of this study, has a positive relationship and contribution to student learning strategies, especially in managing ideal learning according to student needs. Other research also proves that teachers with readiness on instructional materials tend to use the internet in researching learning materials and learning models that are varied to be implemented with students so that students are more interested in following the learning process in class (Du et al., 2019; Sente & Gorriceta, 2022). Researchers argue that it is logical in this study if TRQ gives a positive relationship to SDE because the factor of class management ability to prepare in the form of instructional materials is fulfilled to create conditions for effective school dynamics for the development of learning, especially one-roof schools in the southern suburbs of Malang.

OCO and TRQ's relationship with SDE

The relationship between organizational culture openness and teacher readiness quality with school dynamic effectiveness in the research results obtained a value mapping of 0.757 x 100% = 75.7 variables X1 and X2 contributed to variable Y, while the remaining 100% -75.7% = 24, 7%. It means that OCO and TRQ have a positive relationship of 75.7%, and 24.7% is caused by other variables that have yet to be studied. The theoretical presentation of the relationship between OCO and SDE and TRQ and SDE has been described in detail in the previous discussion. In this discussion, the researcher will examine how other variables may influence 24.7% of SDE. However, before entering into this concern, the researcher wants to explain if a positive relationship of 75.7% is caused, in that the OCO variable makes a significant contribution in shaping the cohesiveness of the school and community environment, where this is accommodated in the school society's academic emphasis on the SDE variable. TRQ contributes a positive relationship, especially for various dynamic classroom learning conditions and student involvement in the educational process in one-roof schools, which are accommodated in the student learning strategy and student engagement sub-variables. The researcher's opinion is in line with the expert's opinion that in creating SDE, especially in the involvement of students and obtaining ideal school conditions, teacher readiness is needed in managing learning (Özgenel, 2019; Rechsteiner et al., 2022). Other research that reveals related to how school society academic emphasis can be created must go through climate conditioning and open culture for schools to get criticism and contributions of ideas from the surrounding community in terms of programs or school activities (Ertem et al., 2021; Kwong & Davis, 2015). The OCO in this study is classified as very good, accommodating how a one-roof educational institution can establish relationships with the outside community to build an effective school.

In the opinion of researchers, one thing that is most likely to contribute 24.7% in realizing SDE is the leadership of the school principal, where this is represented in shared leadership and instructional leadership. Shared leadership is the extent to which the principal's leadership has a democratic attitude which is represented in decision-making by involving all school members, including teachers, education staff, and the community. Instructional leadership is a process of influencing and fostering school members in implementing academic standards and constructive control over teachers to fulfill planning according to local school capabilities (Damore & Rieckhoff, 2019; Hoy & Miskel, 2013). Shared leadership and instructional leadership are considered theoretical constructs that can create dynamic school effectiveness. It is also supported by other research, which states that in leading a school, psychological

factors are needed in terms of ego decision making which must be suppressed so that decisions are not based on self-ego through the involvement of all eligible school elements (Billingsley et al., 2018; Carpenter, 2015).

Researchers argue that if it is related to shared leadership, it relates to how schools can create a bottom-up process in every proposed school activity. Moving on from this, other research that discusses instructional leadership is said to be a complementary domain for an educational institution to maintain or improve academic achievement. Because without instructional leadership, a leadership style from the principal will not focus on quality control of the quality of education and teaching in the classroom, even if instructional leadership has a high index in terms of achievement, it is alleged to be able to increase teacher creativity (Gordon, 2019; Rusdiana et al., 2020; Suyudi, 2022). Therefore, based on different literature review results and conclusions, as well as research results from researchers, it can be seen that 24.7% of the other influential variables are the school principal's leadership construct because the leading theory related to OCO and TRQ generalizes that SDE can also achieve with the principal's leadership pattern. The suggestions that researchers can give are (1) for the government, the results of this research should be used as a basis for making a new policy capable of encouraging an increase in the quality of one-roof schools, (2) for quantitative researchers. This research should be used as a preliminary study that is used to research the influence of other variables, and (3) qualitative researchers should be able to investigate the causes of the high level of latent variables in this study so that the causes of each site can be defined in depth.

4. CONCLUSION

The conclusions that can be drawn from all the descriptive research results taken from one-roof schools in the southern suburbs of Malang Regency with 87 respondents by teachers and school principals are (1) that the level of achievement of organizational culture openness is classified as very good, (2) the level of teacher achievement readiness quality is classified as very good, and (3) school dynamic effectiveness is classified as very good. The inferential research results show that (1) OCO with SDE has a positive relationship and contributes 46.6% by proving a P-Value of 0.000 and a bootstrapping result of 0.466 in the path coefficient. Second, related to other variables (2), TRQ with SDE has a positive relationship and contributes 46.6% through proving a P-Value of 0.000, and a bootstrapping result of 0.466 in the path coefficient is the same as the OCO variable related to the results. Third (3), there is a positive relationship between OCO and TRQ with SDE. Simultaneously, exogenous variables provide a value of 75.7% in realizing the implementation of endogenous variables; the remaining 24.3% is influenced by other variables that have not been studied.

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