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## Global trends in distributed leadership and school quality management: Enhancing work ethos in international baccalaureate schools in Indonesia

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### Abstract

This study examines how distributed leadership and school quality management influence the work ethic of leaders in Satuan Pendidikan Kerjasama (SPK) schools implementing international curricula in Indonesia. A mixed-methods approach was employed, combining survey data with qualitative insights from Focus Group Discussions (FGD), Fishbone Analysis, and Importance–Performance Mapping Analysis (IPMA). The findings reveal that leadership empowerment, cross-cultural collaboration, and transparent management practices are crucial to strengthening the work ethic. Key challenges include limited professional development opportunities and hierarchical communication structures. The study proposes the CAPRI model—comprising Competence, Appraisal, Procedure, Resources, and Internal School Culture—as an integrated framework to enhance leadership work ethic. This model provides practical guidance for improving school management and organizational culture. Future research should involve larger samples and explore additional variables to strengthen the generalizability of the findings.

### Keywords

Distributed leadership,  
International Baccalaureate  
(IB), school quality  
management, SPK schools,  
work ethic

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## Introduction

Education plays a crucial role in a country's development, especially in developing high-quality human resources. Indonesia, as the fourth most populous country in the world, continues to focus on improving the quality of education to face global challenges. In efforts to realize the vision of Indonesia Emas 2045, where Indonesia is expected to become a developed country with a high standard of living, the education sector holds a central position. High-quality education depends on various factors, one of which is the work ethic of each element in the education system.

Implementing a distributed leadership model and school quality management can significantly improve work ethic in educational units. This model emphasizes collaboration and a more equitable distribution of responsibilities among educational stakeholders, including school principals, teachers, staff, and students. Through this approach, a more productive, inclusive, and supportive work environment can be created, fostering sustainable development in education quality. The application of the distributed leadership model is also expected to make schools more responsive to existing needs and challenges, such as adapting to diverse student learning styles and addressing community-specific educational issues.

Education in Indonesia is also aligned with the Sustainable Development Goals (SDGs), particularly SDG 17, which emphasizes the creation of inclusive, just, and sustainable societies. To achieve this, high-quality education, reinforced by a strong work ethic among educators and learners, provides an inseparable foundation. Therefore, distributed leadership and school quality management models are highly relevant tools for improving education quality and contributing to the realization of Indonesia Emas 2045 goals.

Education plays a strategic role in national development, including in improving the quality of human resources capable of competing globally. In Indonesia, the education system is designed to meet the needs of a diverse society, encompassing social and cultural backgrounds as well as educational objectives. One form of education in Indonesia is the Satuan Pendidikan Kerjasama (SPK), a unique formal education.

SPK is designed to offer education aligned with international curricula, such as the International Baccalaureate (IB), Cambridge International, or Pearson Edexcel, while adhering to applicable Indonesian laws and regulations. SPK serves the needs of the international community residing in Indonesia, as well as Indonesian families seeking education to global standards. SPK has distinct characteristics, including the use of international curricula, a multicultural learning environment, and educators certified internationally. Although SPK offers advantages in developing students' global competencies, it also faces challenges, such as managing school quality that meets both national and international standards while maintaining the work ethic of leaders amid high demands.

This study identifies the root causes of work ethic issues in leaders of international-standard and national-plus schools through a root cause analysis (RCA) using a fishbone diagram. Results from Focus Group Discussions (FGD) with 9 respondents from various schools indicate that although a collaborative culture and supportive facilities are in place, the implementation of distributed leadership has yet to reach its full potential. Several problems identified include centralized decision-making, an imbalance in the distribution of teacher roles, and uneven implementation of performance evaluations.

Further analysis reveals several key root causes. First, in terms of workforce, leadership distribution is unbalanced across divisions due to the lack of a structured, sustainable teacher leadership development program and a monitoring mechanism to ensure consistent role distribution. Second, in terms of technology, although Learning Management Systems (LMS) are helpful, teachers struggle with managing an overwhelming volume of information without a standardized time management system. Third, regarding materials, the competence of school principals in leading international curricula still depends on individual ability, as there are no established competency standards for school leadership.

Other issues lie in the methods and measurement aspects. Although participatory management methods have been implemented, evaluations of teacher involvement in decision-making are not conducted regularly, so the inclusiveness of decisions is not sustained in the long run. Teacher performance evaluations also do not cover comprehensive performance indicators, such as teachers' contributions outside formal teaching, including extracurricular activities and community service. In terms of culture, although the work environment supports collaboration among teachers, there is no scheduled cross-divisional thematic collaboration agenda to encourage joint innovation beyond daily routines, which limits the potential for creative solutions and shared best practices among different departments.

The low work ethic in international-standard schools can be linked to weak quality management, stemming from the suboptimal implementation of distributed leadership. One key element of distributed leadership is shared responsibility, in which responsibilities are not centralized in a single individual but are distributed among all team members. However, in many cases, leadership remains overly centralized in the principal, which hampers the overall strengthening of work ethics.

Additionally, collaborative decision-making, which involves all parties in strategic processes, has not been effectively implemented. The imbalance in role distribution and decision-making has led to a lack of motivation and independence among teachers. Furthermore, the reciprocal influence between leaders and team members, as well as the collective belief in the capability of shared leadership, has not been optimal in improving work ethic, resulting in decreased engagement and productivity among staff. This impedes productive and innovative collaboration. Therefore, strengthening these elements within the distributed leadership system is crucial to improving leaders' work ethic and fostering a more dynamic work culture across the school unit.

Currently, there are 554 Satuan Pendidikan Kerjasama (SPK) in Indonesia that apply international curricula, such as the International Baccalaureate (IB), and offer various international programs. SPK faces challenges in managing school quality, navigating differences between international and national standards, and building a strong work ethic among leaders. This study examines how distributed leadership and school quality management can enhance leaders' work ethic in SPK.

This study shows that although SPK offers advantages in educational quality, challenges remain in quality management, leadership distribution, and teacher empowerment. The lack of collaboration and effective communication between leaders and teachers has led to misalignment in achieving educational objectives, ultimately undermining the potential benefits of distributed leadership and affecting overall school performance, which in turn diminishes the quality of education that students receive. Therefore, a more optimal

implementation of distributed leadership is needed to create an inclusive, collaborative, and responsive educational environment that meets students' needs and supports teachers' professional development. With better implementation of the distributed leadership model, the work ethic of leaders in SPK can be improved, thereby enhancing the quality of learning and helping achieve higher global educational goals. This is critical to guarantee that SPK in Indonesia remains relevant and able to adapt to the ever-evolving global education landscape.

## Literature Review

### *Organizational culture theory*

According to organizational culture theory, conflict is an inevitable outcome of mismatches in values, interests, and cultural assumptions within an organization (Pondy, 1967). Conflict is not inherently negative; rather, it can be a dynamic force that shapes organizational culture, depending on how it is managed. Constructive conflict resolution can strengthen shared values, enhance mutual understanding, and improve organizational performance. However, unmanaged conflict can damage interpersonal relationships and weaken organizational effectiveness, leading to lower employee morale and higher turnover rates. This perspective aligns with Schein (2010), who emphasizes that organizational culture evolves through collective learning processes, often triggered by tensions and challenges that require adaptation and shared problem-solving.

### *Leadership behavior theory*

Leadership behavior theory emphasizes that effective leadership is determined by observable behaviors rather than inherent traits. Robbins and Judge (2008) identify two fundamental dimensions of leadership behavior: task-oriented and relationship-oriented. Effective leaders are those who can balance task achievement with maintaining healthy interpersonal relationships. Yukl (2009) expands this view by arguing that contextual factors such as organizational culture, team structure, and environmental challenges influence leadership effectiveness. Therefore, leaders must adapt their behavioral strategies to organizational conditions to achieve sustainable performance and employee engagement.

### *Organizational behavior*

Organizational Behavior focuses on understanding how individuals and groups act within organizational settings and how these behaviors affect organizational outcomes. According to Colquitt and Lepine (2017), organizational behavior aims to explain, predict, and improve employee attitudes and behaviors to enhance organizational effectiveness. This perspective is reinforced by Armstrong and Taylor (2014), who emphasize the role of human resource management in shaping productive organizational behavior through motivation, engagement, and performance management. In educational organizations, effective organizational behavior supports collaboration, commitment, and continuous improvement, which are essential for fostering a positive learning environment and achieving educational goals.

### *Educational administration theory*

Educational administration theory emphasizes the importance of systematic, strategic management in educational institutions. Cozoğlu and Aslanargun (2024) emphasize that effective educational administration requires an integrated analysis of structural and cultural factors to improve efficiency and institutional performance. Meanwhile, Münch (2022) argues that contemporary educational administration must respond to academic capitalism and global competition, which increasingly shape policies and administrative practices, by adopting innovative strategies that prioritize collaboration and stakeholder engagement. These perspectives suggest that educational leadership must be adaptive and context-sensitive to balance educational values with external pressures.

### *Distributed leadership theory*

Distributed leadership theory views leadership as a collective and dynamic process rather than a role held by a single individual. According to Feng (2021), organizations can respond more effectively to complexity by distributing leadership responsibilities among their members based on expertise and situational demands. Similarly, Gutberg et al. (2021) argue that distributed leadership promotes collaboration, shared accountability, and collective decision-making. In educational settings, this approach enhances teacher involvement, strengthens organizational commitment, and supports continuous improvement, ultimately leading to better student outcomes and a more adaptive learning environment.

### *Satuan Pendidikan Kerjasama (SPK)*

Satuan Pendidikan Kerjasama (SPK) refers to schools in Indonesia that implement international curricula while remaining compliant with national education regulations. SPK institutions aim to deliver globally competitive education by integrating international academic standards with Indonesian cultural and regulatory values. This dual orientation requires strong governance structures, adaptive leadership, and robust quality assurance mechanisms to balance global expectations with local accountability. According to the Indonesian Ministry of Education regulations and international school governance frameworks, effective leadership and organizational systems are critical to ensuring sustainability and institutional legitimacy in SPK schools (Hayden & Thompson, 2013).

### *Quality management in education*

Quality management in education refers to systematic and continuous efforts to maintain and improve educational standards across all organizational processes. It involves planning, implementing, evaluating, and continuously improving teaching quality, learning outcomes, and institutional services. Deming (1986) emphasizes that quality management is rooted in continuous improvement and collective responsibility, while Sallis (2014) highlights that educational quality management focuses on meeting stakeholder needs through effective

leadership, process control, and performance evaluation. In educational institutions, quality management supports efficiency, accountability, and long-term organizational excellence.

### *Work ethic*

Work ethic reflects an individual's commitment, responsibility, and dedication toward achieving high-quality work outcomes. It encompasses discipline, perseverance, motivation, and a strong sense of accountability in performing professional duties. Miller et al. (2002) describe work ethic as a multidimensional construct that influences productivity and organizational effectiveness, while Campbell (2012) argues that a strong work ethic among educators is essential for sustaining teaching quality and improving student outcomes. In educational settings, work ethic plays a crucial role in fostering a productive learning environment and achieving institutional goals.

### *Leader's work ethic*

A leader's work ethic represents the level of dedication, integrity, and responsibility demonstrated by leaders in carrying out their roles and responsibilities. Leaders with a strong work ethic serve as role models, influencing organizational culture, employee motivation, and performance standards. Yukl (2009) asserts that leaders' behaviors and personal commitment significantly shape followers' attitudes and work discipline, while Northouse (2013) emphasizes that ethical and hardworking leaders build trust, accountability, and shared commitment within organizations. Consequently, a strong leader's work ethic contributes to a supportive work climate and enhances overall organizational performance.

## **Methodology**

This study employs an explanatory sequential mixed-methods approach to examine the relationships between distributed leadership, school quality management, and leadership work ethic in Satuan Pendidikan Kerjasama (SPK) schools implementing international curricula in Indonesia. This approach is suitable for capturing both the statistical relationships among variables and the contextual factors that underlie leadership practices. The amalgamation of quantitative and qualitative data fortifies the validity and resilience of the findings via methodological triangulation (Creswell & Creswell, 2018; Tashakkori & Teddlie, 2010).

### *Research design, site, and participants*

The study was conducted in SPK institutions across Indonesia that implement the International Baccalaureate (IB) curriculum. Participants included school leaders, teachers, and administrative staff who are directly involved in school management and leadership processes. A stratified random sampling technique was applied in the quantitative phase to ensure proportional representation of SPK schools across western, central, and eastern regions of Indonesia. This approach improves the generalizability of the findings by capturing diverse institutional contexts (Hayden & Thompson, 2013; Sekaran & Bougie, 2016). For the qualitative phase, purposive sampling was used to select nine participants for Focus Group

Discussions (FGD), ensuring that respondents had relevant experience and insights into leadership practices and school management.

### *Data collection*

Data collection was conducted in two sequential phases. First, quantitative data were collected using structured questionnaires measured on a Likert scale. The instrument was designed to assess distributed leadership, school quality management, and leadership work ethic. Before data collection, the questionnaire was tested for validity and reliability to ensure measurement accuracy. Second, qualitative data were gathered through Focus Group Discussions (FGD) and semi-structured interviews to better understand the quantitative findings. Additional analytical tools, including fishbone analysis (root cause analysis) and importance–performance mapping analysis (IPMA), were employed to identify key factors and prioritize areas for improvement in leadership practices.

### *Data analysis*

Quantitative data were analyzed using Partial Least Squares Structural Equation Modeling (PLS-SEM) to examine the relationships among constructs and assess the proposed research model. PLS-SEM is appropriate for this study due to its ability to handle complex models and relatively small sample sizes while focusing on prediction-oriented analysis (Hair et al., 2019). Qualitative data from FGD and interviews were analyzed thematically to identify recurring patterns and key themes related to leadership practices, work ethic, and organizational challenges. The findings were further supported by fishbone analysis to identify root causes and by IPMA to evaluate the relative importance and performance of key indicators. The integration of quantitative and qualitative results was conducted during the interpretation stage to provide a comprehensive understanding of how distributed leadership and school quality management influence leadership work ethic in SPK schools.

## **Findings**

### *Focus group discussion (FGD)*

The purpose of this Focus Group Discussion (FGD) is to gain in-depth insights into the work ethic of leaders, school quality management, and the implementation of distributed leadership in various schools. The discussion involved nine respondents, including teachers, school leaders, and educational administrators, from diverse institutional backgrounds. The results of the FGD revealed that most respondents described high levels of discipline and dedication among teachers, particularly in international schools such as BIS, Monte Sienna, and JIS. However, the main challenges identified include excessive workload, administrative demands, and academic pressure that reduce consistency in performance. Supporting factors such as rewards, appraisal systems, and public recognition were perceived as effective in strengthening professional pride and motivation. In addition, teaching innovation was highlighted as a critical component of teacher work ethic, although its implementation is often

constrained by limited time and heavy administrative responsibilities in several schools, indicating a gap between expectations and operational realities (Harris, 2021; Locke, 1976).

Teacher empowerment through regular training and opportunities to participate in decision-making processes was also found to be essential in enhancing teacher motivation, autonomy, and professional independence. Nevertheless, in some schools, leadership practices remain predominantly top-down, resulting in continued dependence on formal leaders and limited initiative at the middle-leadership level, which undermines the potential for teacher empowerment and innovation that could enhance overall educational effectiveness. To address these issues, respondents suggested strengthening cross-division coordination, ensuring equitable access to professional development, and harmonizing international and national curriculum policies. Several schools also emphasized the importance of fostering a two-way communication culture and reinforcing middle leadership roles. These strategies are expected to create a more participatory and collaborative organizational climate that supports continuous innovation, ultimately reinforcing leadership work ethic, school quality management, and the effective implementation of distributed leadership in improving educational quality (Harris et al., 2003; Herzberg, 1966; Spillane & Diamond, 2007).

**Table 1.** FGD feedback

Respondents	Suggestions & Feedback
Mr. D (Bandung Independence School, Bandung)	Need for improved cross-division coordination, innovation should be encouraged with incentives
Ms. E (Tzu Chi, PIK North Jakarta)	Need for more equitable training, harmonization of IB & national policies
Mr. MS (Monte Sienna, Batam)	Maintain transparency and support educational technology, lighten the workload for homeroom teachers, add training support
Ms. M (Anglo Chinese School, Jakarta)	Encourage teacher involvement in decision-making
Ms. N (Jayapura, Papua)	Improve facilities, support innovation in remote areas
Mr. TM (Jakarta Intercultural School, Jakarta)	Maintain PLC, add teacher-needs-based training
Ms. V (British School, South Tangerang)	Strengthen two-way communication and middle leadership
Ms. Y (Victory Plus, Bekasi)	Continue coaching & collaboration in strategic planning

Overall, the respondents suggested enhancing cross-division coordination, expanding professional training, and strengthening teacher involvement in decision-making. Schools like Jayapura emphasized the improvement of facilities in remote areas, while JIS and Victory Plus proposed strengthening professional learning communities (PLCs). The expectations from school leadership include creating a more participatory work environment, providing ongoing support for innovation, and committing to teacher capacity development. With these strategies, it is hoped that the work ethic of leaders, quality management, and distributed leadership practices will develop sustainably.

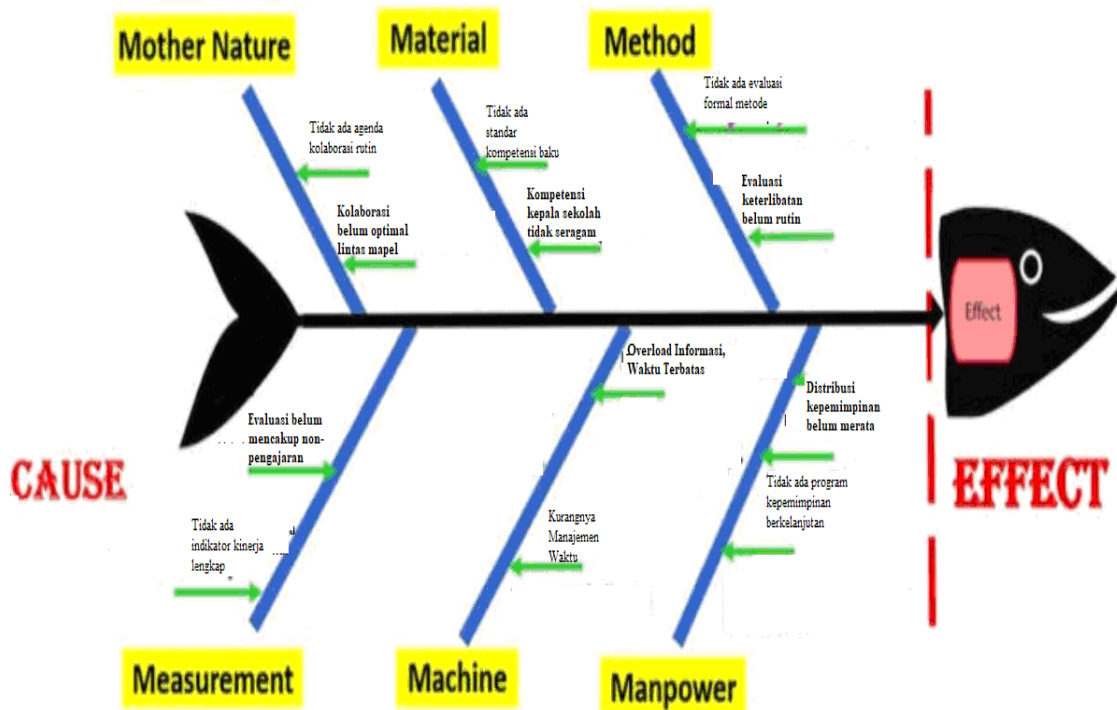
Overall, the FGD findings indicate that distributed leadership practices, particularly teacher involvement in decision-making and leadership empowerment, play a crucial role in

strengthening leadership work ethic. However, excessive administrative workload and hierarchical communication structures limit the effectiveness of these practices, making it difficult for leaders to fully engage teachers in decision-making and to empower them effectively, which ultimately undermines the potential benefits of distributed leadership in fostering a positive work environment. These findings suggest that improving collaboration and reducing structural barriers are essential for enhancing leadership work ethic in SPK schools.

### *Fishbone analysis results*

The author used Root Cause Analysis (RCA) to identify the key factors hindering the optimization of the work ethic of leaders in international-standard (SPK) schools and national-plus schools. This analysis aimed to uncover the root causes affecting teacher effectiveness, particularly in relation to the implementation of distributed leadership and school quality management. The method employed was the fishbone diagram, which systematically illustrates the primary causes influencing leadership work ethic by categorizing contributing factors into structural, managerial, and human-related dimensions. This approach enables a comprehensive understanding of complex organizational problems and supports the formulation of targeted improvement strategies in educational institutions (Hallinger & Heck, 2020; Harris, 2021; Ishikawa, 1986).

Figure 1. Fishbone results



Based on the root cause analysis (RCA) using the fishbone diagram, several key factors were identified that hinder the optimization of work ethic in leaders at SPK and national-plus schools. The first factor is MANPOWER (human resources), where leadership distribution in SPK is not yet equitable, with a dependency on specific leaders for strategic decision-making. This condition is largely caused by the absence of structured and continuous programs for developing teacher leadership, as well as the lack of monitoring mechanisms to ensure consistent role distribution. As a result, many teachers feel under-involved in decision-making processes, which weakens their motivation, professional commitment, and sense of ownership toward the school's vision. Previous studies confirm that limited leadership distribution and insufficient teacher involvement negatively affect motivation, engagement, and leadership effectiveness in schools (Chen et al., 2020; Hallinger & Heck, 2020; Muntean, 2023).

The second factor hindering progress is MACHINE (technology). Although the use of learning management systems (LMS) provides substantial support for administrative and instructional processes, the excessive flow of information without standardized time-management systems causes teachers to feel overwhelmed in managing and prioritizing tasks. This condition reduces focus on core teaching responsibilities, decreases work effectiveness, and limits timely decision-making. In addition, the MATERIAL (resources) factor remains problematic, as the absence of standardized leadership competency frameworks or certification requirements for principals in international curricula results in uneven leadership quality and inconsistent school quality management across SPK institutions. These findings align with research showing that technological overload and weak resource standardization can hinder teacher effectiveness and organizational coherence (Harris, 2021; Liu et al., 2021; Mascall et al., 2022).

The third factor is METHOD (methodology), where participatory management approaches have been introduced but are not supported by systematic and continuous evaluation mechanisms. This weakens inclusivity in long-term decision-making and creates imbalances in the flow of ideas and innovation among teachers, ultimately affecting their ability to collaborate effectively and share diverse perspectives. Furthermore, MEASUREMENT (evaluation) becomes a limiting factor because performance assessments primarily focus on formal teaching activities, overlooking contributions such as extracurricular involvement, mentoring, and community engagement, which are critical to strengthening work ethic. Finally, MOTHER NATURE (Environment) also constrains work ethic development due to the absence of structured cross-division collaboration agendas, limiting opportunities for interdisciplinary innovation and shared learning cultures. Prior studies emphasize that weak evaluation systems, limited collaboration structures, and inadequate participatory mechanisms reduce the long-term impact of distributed leadership on teacher engagement and professional ethics (Shava & Tlou, 2020).

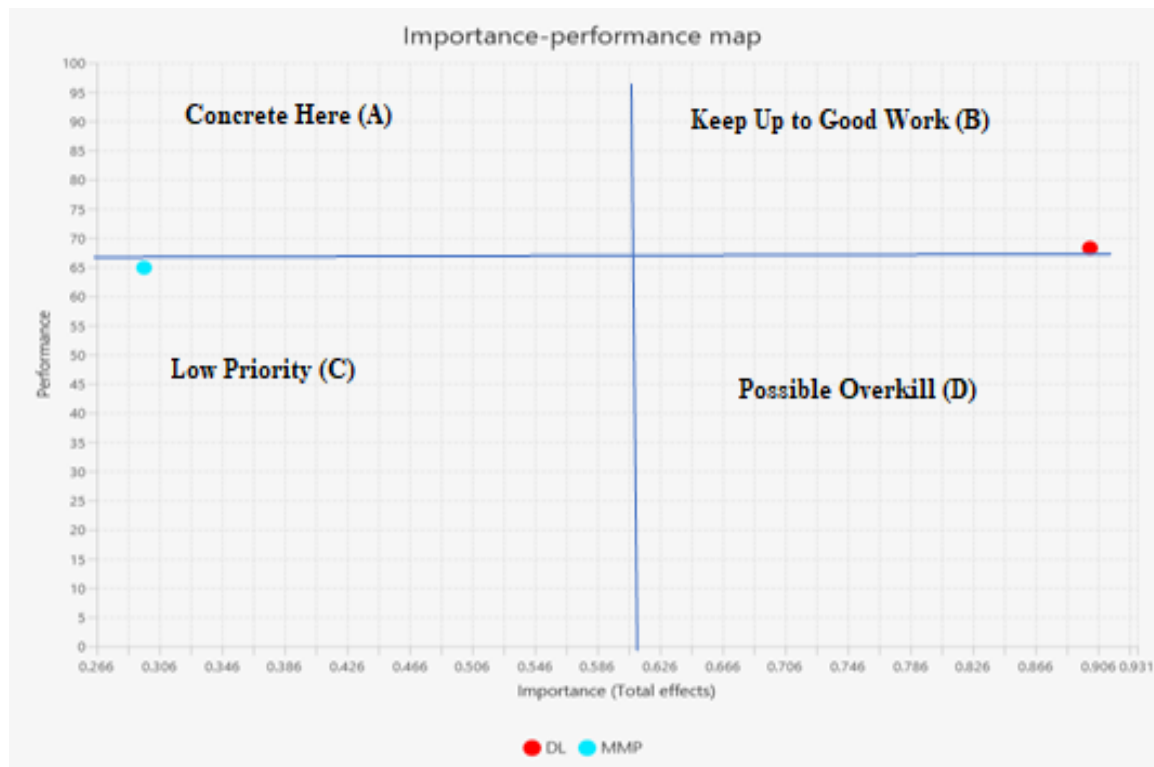
This comprehensive analysis demonstrates that the challenges faced by SPK and national-plus schools are multidimensional, encompassing human resources, technology, resources, methodology, evaluation systems, and organizational environment. Addressing these root causes holistically is essential to strengthening leadership work ethic, enhancing teacher motivation, and ensuring more effective implementation of distributed leadership and school quality management practices, as consistently highlighted in contemporary educational leadership literature (Gutberg et al., 2021; Harris, 2021).

Among the identified factors, manpower and method emerged as the most dominant contributors affecting leadership work ethic. In particular, the lack of structured leadership development programs and the absence of continuous evaluation mechanisms significantly hinder the effective implementation of distributed leadership. These findings highlight the importance of strengthening leadership capacity and participatory management practices to improve work ethic in SPK schools.

### *Importance-Performance Mapping Analysis (IPMA) results*

The Importance-Performance Mapping Analysis (IPMA) conducted using SmartPLS provides valuable insights into assessing performance and priorities to enhance the work ethic at Satuan Pendidikan Kerjasama (SPK) schools.

**Figure 2.** *IPMA results*



Based on the IPMA test results, the analysis shows that distributed leadership is positioned in Quadrant B, which indicates that, although it performs impressively, it still requires further improvement to achieve a larger impact within the education system. The enhancement of leadership quality and the distribution of responsibilities within distributed leadership need to be continuously strengthened to ensure its broader and more optimal influence across all divisions within the school.

On the other hand, SPK Educational Quality Management falls in Quadrant C, signaling that while it contributes to the quality of education, this sector is not currently a top priority because its performance is still suboptimal. However, it remains an area that requires long-term improvement once more pressing sectors are addressed, particularly in enhancing leadership quality and optimizing the distribution of responsibilities to maximize its impact on educational outcomes.

In the quadrant-indicator analysis, the factors in Quadrant A ("Concrete Here") represent indicators that are already functioning well and should be maintained. These indicators include:

- The school's vision and mission, which are reflected in the daily learning programs and activities.
- Learning activities that support students' academic and non-academic development are essential for fostering a well-rounded education that prepares students for future challenges.
- Leadership that supports the professional growth of teachers, which plays a significant role in creating teacher commitment to their work.

Indicators in this quadrant show that these factors are already at an optimal position and need to be sustained to continue contributing positively to the overall school performance.

In contrast, the factors in Quadrant D ("Possible Overkill") represent indicators that perform well but have low importance. These include:

- Leadership involving all school members.
- Teachers' opinions are valued in school discussions, which fosters a collaborative environment and encourages diverse perspectives in decision-making.
- Open communication channels between teachers and school leadership.

While these indicators perform well, excessive allocation of resources to them could lead to wastefulness. Therefore, evaluation and adjustment are necessary to ensure that resources are used efficiently and do not result in unnecessary expenditure.

The Importance-Performance Map provides a clear view of which areas need to be prioritized and maintained, and which areas require further improvement to enhance the quality and effectiveness within SPK schools. This mapping helps to strategically allocate resources and focus efforts on the most impactful areas.

Overall, the findings demonstrate that distributed leadership and school quality management jointly influence leadership work ethic through improved collaboration, transparency, and teacher empowerment. While qualitative insights highlight key organizational challenges, the integration of multiple analytical approaches (FGD, Fishbone Analysis, and IPMA) provides a comprehensive understanding of the factors affecting leadership effectiveness in SPK schools.

## **Discussion**

### ***Findings on the model for enhancing work ethic***

The findings from the Focus Group Discussion (FGD) reveal that several factors, such as work motivation, administrative workload, and the availability of learning facilities, contribute significantly to the development of teachers' work ethic. Teachers perceive those excessive administrative tasks, including reporting and documentation, as frequently diverting

their attention from core teaching activities, thereby reducing instructional focus and creativity. In addition, suboptimal communication between school management and teachers often results in policies that are not fully aligned with classroom realities, leading to frustration among teachers and a lack of effective implementation of educational strategies. The findings further indicate that recognition of teachers' performance plays a crucial role in enhancing motivation; teachers who feel acknowledged tend to demonstrate higher enthusiasm, commitment, and innovation in teaching, whereas the absence of recognition contributes to declining motivation and engagement. These findings are consistent with previous studies showing that distributed leadership strengthens teacher motivation, job satisfaction, and work engagement through collaboration, trust, and shared responsibility (Chen et al., 2020; Hallinger & Heck, 2020; Muntean, 2023).

Based on the fishbone diagram analysis, six categories of causes contributing to leaders' low work ethic were identified: manpower, machine, material, method, measurement, and Mother Nature. Among these categories, manpower and method emerged as the most dominant influencing factors. Variations in teachers' pedagogical competence, work motivation, and leadership readiness, combined with teaching methods that have not fully adapted to rapid developments in educational technology, significantly affect work ethic. These results align with empirical evidence indicating that an uneven distribution of leadership, limited professional autonomy, and weak pedagogical innovation reduce teacher engagement and professional commitment. Prior research confirms that distributed leadership positively influences teacher motivation, innovativeness, and professional involvement when supported by appropriate methods and collaborative structures (Harris, 2021; Liu et al., 2021; Mascall et al., 2022; Shava & Tlou, 2020).

### *Novelty of the research*

The model developed in this research aims to improve educational quality through the effective implementation of distributed leadership and school quality management, thereby strengthening the work ethic of leaders in SPK schools using the IB curriculum. The application of distributed leadership allows for the collective sharing of roles and responsibilities, positively influencing teachers' involvement in decision-making and enhancing their sense of ownership and commitment to the school's educational goals. This model seeks to foster a more collaborative and productive work environment by integrating distributed leadership with school quality management.

One of the key components of this model is the development of the leader's work ethic, which includes discipline, dedication, and responsibility in carrying out leadership duties in schools. The primary goal of the model is to continuously improve the quality of education through a structure that supports the involvement of all stakeholders in decision-making and in the better management of education quality. The model emphasizes open communication, regular evaluations, and follow-up actions based on the evaluation results, which can strengthen the leaders' work ethic and improve student learning outcomes.

This research successfully develops a new conceptual and empirical model that integrates two essential elements, distributed leadership and school quality management, to shape and enhance the work ethic of leaders in SPK schools. The main novelty of this research lies in its focus on work ethic as a primary variable, which has received little attention in

previous studies on Satuan Pendidikan Kerjasama. Therefore, this model offers a new approach to developing a work ethic in educational environments through collaboration and collective participation.

This research expands the dimension of the distributed leadership theory by exploring its impact on the work ethic of leaders in international schools, such as those in SPK. Previously, this theory was primarily focused on improving academic outcomes or organizational efficiency. This research makes a new contribution by demonstrating that distributed leadership also directly influences the formation of the leader's character and work ethic by strengthening empathy, effective communication, collective involvement, and increased trust among various education stakeholders.

***Practical novelty: School quality management as a strategy to strengthen work ethic in SPK and the CAPRI model***

The practical novelty of this research lies in the application of an integrated and comprehensive school quality management model to enhance the work ethic of leaders in SPK. This model covers the entire planning (PLAN), implementation (DO), evaluation (CHECK), and follow-up (ACT) cycle, with an emphasis on the distribution of roles and responsibilities across all school elements, as well as more intensive collaboration in decision-making.

In addition, the introduction of the CAPRI Model (Competence, Appraisal, Procedure, Resources, Internal School Culture) provides an approach to assess various factors affecting work ethic in schools, particularly in those implementing the International Baccalaureate (IB) curriculum. The CAPRI model was developed based on the Importance-Performance Mapping Analysis (IPMA), which helps assess and map out the various factors influencing work ethic in schools.

In the CAPRI model, each element—Competence, Appraisal, Procedure, Resources, and Internal School Culture—is derived and arranged through an analysis that considers each factor's importance and performance. IPMA enables identifying areas for improvement, such as time management, teacher performance evaluations, and required procedures, while also guiding appropriate resource allocation and policy decisions. Using IPMA, the CAPRI model is designed to strengthen factors that influence teacher motivation and create a supportive work environment, ultimately improving the quality of education in schools.

This model offers a new perspective by integrating five essential elements—competence, appraisal, procedure, resources, and internal school culture—which interact to create a productive and supportive work environment. Below is a discussion of how the CAPRI Model can strengthen work ethics in IB schools.

Figure 3. POAC model (plan, organize, act, control) innovation

**Asumsi Model Distributed Leadership dalam Manajemen Mutu Pendidikan untuk Peningkatan Etos Kerja**

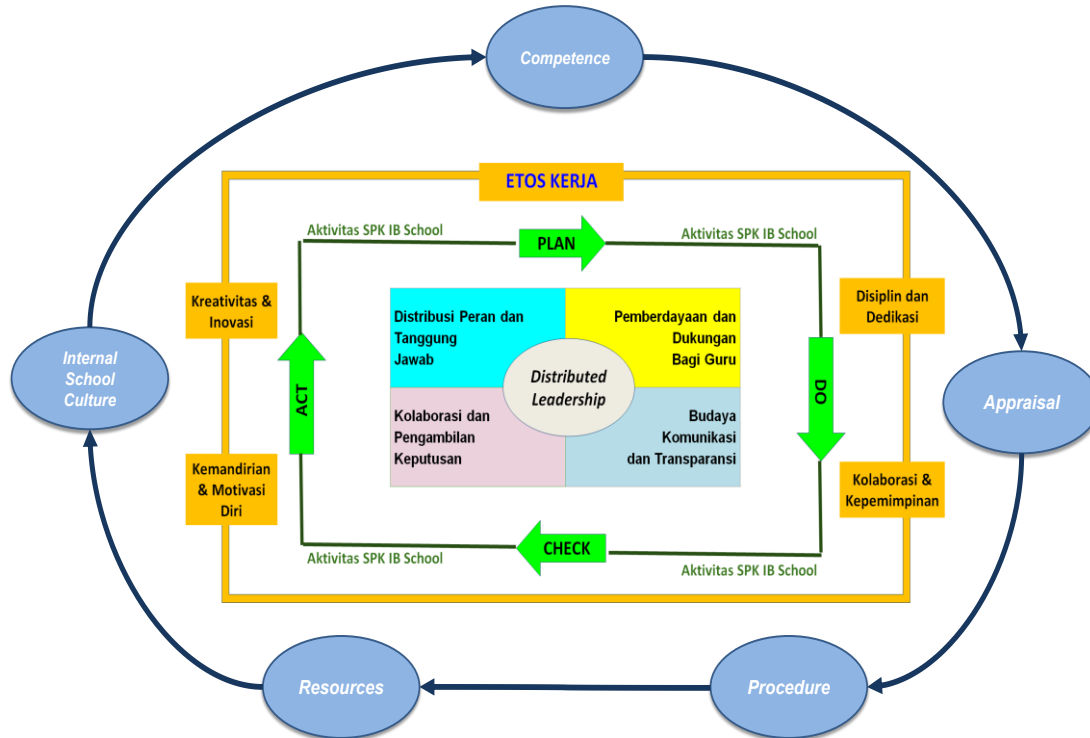


Figure 3 illustrates the new model, which demonstrates the application of distributed leadership in education quality management to create a productive work environment, support teacher collaboration, and strengthen work ethics. This model is highly relevant for SPK schools that face challenges in unifying diverse curricula, meeting various international standards, and ensuring structured management.

This approach provides strong evidence that quality management functions not only as a tool for academic control but also as a key strategy to strengthen leadership work ethics, improve education quality, and create a work culture that supports creativity, independence, and collaboration in the school environment. It shows that integrating quality management with the development of leadership work ethics is key to achieving sustainable education quality in SPK schools.

***Uniqueness of the CAPRI model***

The uniqueness of the CAPRI model lies in the interaction between its five components. Each element in the model is interconnected, meaning changes in one component can affect others. For example, improving competence through training and development can enhance the appraisal system, which in turn strengthens the internal school culture. Similarly, a positive culture can promote the more effective use of resources, such as

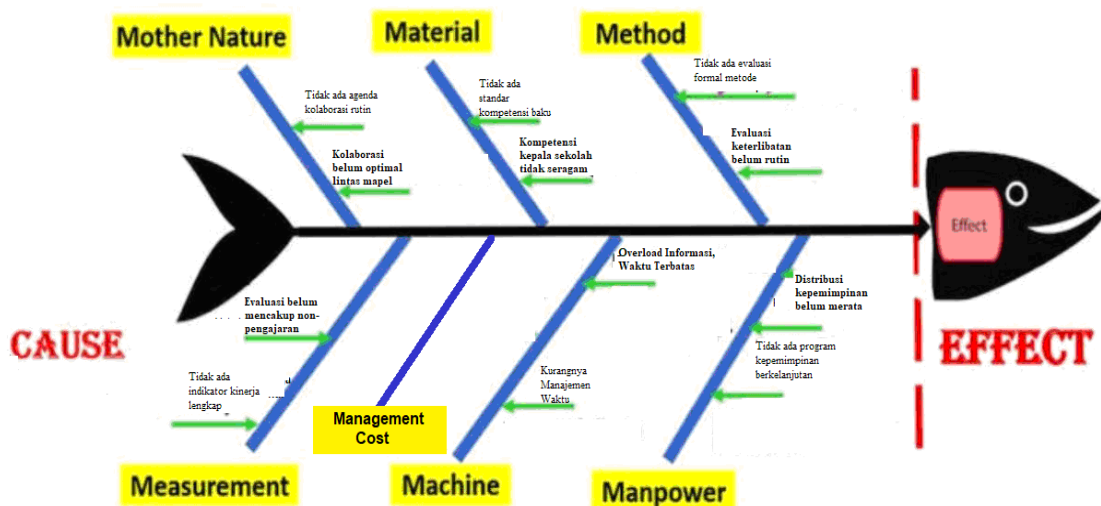
time and materials, leading to improved teaching practices and student outcomes. This model emphasizes that to strengthen the work ethic, improvements must be comprehensive and not focus solely on one aspect.

The CAPRI model focuses on factors that increase teacher motivation. Motivated teachers are more committed to their work and more enthusiastic about providing the best education for students. With competence maintained through training and constructive appraisal, clear procedures, adequate resources, and a positive internal school culture, teacher motivation will increase. All these elements work together to create a positive, productive work environment that ultimately strengthens work ethics in schools.

The CAPRI model can serve as the primary driver of work ethic in schools by creating a system in which various components support one another. With a focus on continuous development of competence through ongoing training and education, along with objective and beneficial appraisal, this model provides teachers with appreciation and opportunities to grow. Additionally, clear and structured procedures help create an organized environment, while adequate resources enable teachers to perform their duties more efficiently. Finally, a positive and inclusive internal school culture strengthens connections and collaboration among staff, contributing to a motivating and supportive work atmosphere. Thus, the CAPRI model is not only a framework for operational processes but also an essential tool for building strong work ethics, where each element reinforces and drives improvement in educational quality.

For schools implementing the IB curriculum, the CAPRI Model offers a holistic approach to creating a supportive environment for teacher and staff development. Implementing this model can help schools design strategies to improve work ethics and overall educational quality. By integrating all CAPRI elements, IB schools can create a better environment for teaching and learning, thereby improving teacher performance, satisfaction, and student success.

Figure 4. Innovation of the fishbone model



The uniqueness of the CAPRI model lies in the interaction between its five components. Each element in the model is interconnected, meaning changes in one component can affect others. For example, improving competence through training and development can enhance the appraisal system, which in turn strengthens the internal school culture. Similarly, a positive culture can promote the more effective use of resources, such as time and materials, leading to improved teaching practices and student outcomes. This model emphasizes that to strengthen the work ethic, improvements must be comprehensive and not focus solely on one aspect.

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The CAPRI model can serve as the primary driver of work ethic in schools by creating a system in which various components support one another. With a focus on continuous development of competence through ongoing training and education, along with objective and beneficial appraisal, this model provides teachers with appreciation and opportunities to grow. Additionally, clear and structured procedures help create an organized environment, while adequate resources enable teachers to perform their duties more efficiently. Finally, a positive and inclusive internal school culture strengthens connections and collaboration among staff, contributing to a motivating and supportive work atmosphere. Thus, the CAPRI model is not only a framework for operational processes but also an essential tool for building strong work ethics, where each element reinforces and drives improvement in educational quality.

For schools implementing the IB curriculum, the CAPRI Model offers a holistic approach to creating a supportive environment for teacher and staff development. Implementing this model can help schools design strategies to improve work ethics and overall educational quality, such as fostering collaboration among staff, providing professional development opportunities, and encouraging a culture of accountability. By integrating all CAPRI elements, IB schools can create a better environment for teaching and learning, thereby improving teacher performance, satisfaction, and student success.

### **Disclosure Statement**

No potential conflict of interest was reported by the authors.

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