

THE ROLE OF COOPERATION WITH PARTNERS, IMPLEMENTATION OF ISO, AND PERFORMANCE OF PRINCIPALS TO SCHOOL COMPETITIVENESS

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Abstract

The purpose of this study was to determine the effect of the Role of Cooperation with Partners and the Implementation of ISO on Principal Performance and its Implications on School Competitiveness: Empirical Evidence from Public and Private Junior High Schools in Palangkaraya, Central Kalimantan Province. This study adopted a survey design and applied a quantitative approach when analyzing the data. The population in this study was the principal in charge of vocational school Palangka Raya, Central Kalimantan Province and involved 64 school principals. To collect data, this study used a survey questionnaire, which was divided into three parts, namely cooperation with partners, implementation of ISO, performance of school principals and school competitiveness. Our results show that: 1) the role of cooperation with partners has a significant influence on school performance; 2) the implementation of ISO has a significant effect on school performance; 3) the role of cooperation with partners has a significant influence on the competitiveness of schools; 4) the implementation of ISO has a significant influence on the competitiveness of schools; 5) the principal's performance has a significant influence on school competitiveness; 6) the principal's performance can directly mediate the effect of implementing ISO on school competitiveness; and 7) the principal's performance can directly mediate the effect of the role of cooperation with partners on school competitiveness.

Keywords: ISO, School Competitiveness, Role of Cooperation.

INTRODUCTION

The achievement of educational goals depends on the policy and management of the school carried out by the principal as a leader. The principal is someone who is tasked with managing and empowering all resources in the school by collaborating with all school apparatus in providing knowledge information to students to achieve educational goals, in other words the principal is a functional official or head or leader. existing in school organizations (Barr et al., 2008; Reimers & Chung, 2019) .

The principal in his organizational leadership can be said to be successful if the overall vision, mission and goals of the school can be achieved (Fox et al., 2015; Zepeda, 2013). So that it can be illustrated that the role of a leader in education is the task of a functional staff, namely the principal who has the responsibility to develop and improve the quality and quality of the school occupied (Amanchukwu et al., 2015; Onorato, 2013) .

The leadership ability of the principal is the main factor that needs to be developed immediately. Leadership style refers to human relationships (Talib & Manda, 2016). The

principal's very technical competence is managerial competence (Bafadal et al., 2019). Lunenburg and Irby require management skills that must be possessed by a school principal, namely management concept skills (conceptual skills), social skills (human skills), and technical skills (technical skills). (Grissom et al., 2013). Concept skills mean school leaders are able to see the organization as a whole and solve problems for the benefit of everyone in the organization (Omoraka, 2020). Social skills mean principals use their time to interact with people which includes scheduled and unscheduled meetings, walking around the corridors, classrooms, and face-to-face contact. (Grissom et al., 2015) .

This statement illustrates that a leader, especially the principal, must be able to manage all the resources available in the school, provide direction and at the same time influence various motivating activities related to the duties and obligations of the education staff under him (Elahi & Ilyas, 2019; Kuswana, 2020). The quality of education is a problem that is the main agenda to be addressed in educational development policies (Tasar & elik, 2011). These components are processes, outputs, inputs, teachers, facilities, infrastructure, costs, all of which need full support from those who have an important role in educational institutions, this support comes from the principal (Siahaan et al., 2020).

The issuance of Law no. 22 of 1999 concerning Regional Government and Law no. 25 of 1999 concerning the Balance of Central and Regional Finances marks the coming of the era of regional autonomy (decentralization). The Minister of National Education Regulation No. 63 of 2009 concerning Quality Assurance Systems was issued, PP No. 19 of 2005 concerning National Education Standards, The Minister of National Education Regulation No. 41 of 2007 concerning Process Standards for Primary and Secondary Education Units. As a provider of public services in the form of services, education providers cannot be separated from the demands of other public service models.

The power/authority and responsibility in making decisions for improving the quality of schools is decentralized to school residents and stakeholders. Emerged Integrated Quality Management (MMT) or Total Quality Management (TQM) which according to Sallis & Jones (2013). Integrated Quality Management-MMT (Total Quality Management-TQM) is a fundamental and comprehensive value system in managing the organization with the aim of improving performance in a sustainable manner in the long term by paying special attention to achieving customer satisfaction (Tasar & elik, 2011) .

If considering the role of schools as service providers, MMT is appropriate to use because it is oriented to customer satisfaction. (Mehta et al., 2019) . The world of education that has adopted entrepreneurial government is deemed necessary to apply and receive recognition in the form of a Quality Management System (QMS) certificate ISO 9001:2008 (Ehigie & McAndrew, 2005; Sakthivel & Raju, 2006). The benefits obtained by implementing the ISO 9001 quality assurance system are felt by schools and school residents. (Venkatraman, 2007). The advantages of implementing this system for school members are (1) obtaining job satisfaction with a good system and reducing repetitive work; (2) gain confidence that the work carried out is in accordance with the established procedures; (3) obtain clarity regarding duties and responsibilities; (4) raises potential personnel because of a good system and understand the ISO 9001 QMS (Venkatraman, 2007).

The principal as a leader in the education unit has a very important role in realizing the achievement of educational goals (Goldring et al., 2009) .

According to Grissom et al., (2018) leadership is the process of influencing the activities of a person or group in an effort to achieve goals in certain situations. The leadership style of the leader (principal) in leading an organization will affect teacher performance (May et al., 2012) .

According to Jin & Yu (2011) organizational competitiveness is conceptually defined as the ability of a particular institution/company to stand out against its competitors. Likewise, as Rengkung et al., (2017) competitiveness is usually seen as a measure to compare two or more companies in the same industry base, in this way, it can be related to the prevailing competitive advantage. Organizational competitiveness depends on the company's ability to perform well in terms of innovation, cost, flexibility, process, delivery, and quality (Buser et al., 2017; Duncan, 2010).

There are several factors that are closely related to the strength and weakness of existing competitiveness in educational institutions (Krskova & Baumann, 2017). Cooperation is one form of community social activity where there are linkages and relationships between living things (Ripoll-Soler & de-Miguel-Molina, 2014). Cooperation is a classification that occurs between one living thing and another. Cooperation in a group process in which group members support each other and rely on one another to achieve a consensus outcome (Shao et al., 2020).

Because cooperation is a social activity, it involves the division of tasks, in which each actor in cooperation carries out each of his duties or work with full responsibility in order to achieve common goals. (Bozalek et al., 2010) . There are several ways so that cooperative activities can run smoothly and well and achieve mutually agreed goals between the two people or between groups (Albaro J Nieto-Calvache et al., 2021) .

The ISO 21001: 2018 standard is a management system of educational organizations adapted from ISO 9001: 2015. This standard was prepared specifically for the education sector in achieving its goals and carrying out its main function, namely providing quality education. This ISO 21001 standard has principles that encourage educational institutions to become more socially responsible and provide accessible and fair educational services for students. The ISO 21001:2018 standard helps educational institutions in increasing the satisfaction of

students, educators and education staff, as well as other beneficiaries (Kasperavičiūtė-Černiauskienė & Serafinas, 2018). ISO Quality Management System according to Mei Feng et al., (2006) can be grouped into three frameworks, namely: (1) planning for ISO certification, (2) organizational or company commitment to quality, and (3) application of established standard procedures.

METHOD

Research design

This study analyzes the phenomenon by using survey methodology and quantitative techniques (Creswell, 2009). Researchers used the SEM technique using multiple regression to show the direction of the influence of the independent variable on the dependent variable. This research was conducted in Palangkaraya, Central Kalimantan province, Indonesia.

Population and Sample

The population in this study were all public and private junior high school principals under the auspices of the Palangka Raya City Education Office, which involved 64 school principals. The sample taken in this study was drawn from the entire study population consisting of 64 principals with at least one year in the job to ensure they have implemented the role of cooperation with partners.

Instrument

This study used a survey questionnaire to collect data. The questionnaire is divided into four sections related to the principal's performance, school competitiveness, cooperation with partners and ISO implementation. The reliability of the instrument was tested using Cronbach's alpha. The results for all variables showed a good level of reliability above 0.7, so the instrument was suitable for our study (Table 2).

Table 1. *Research instruments*

Variable	Dimension	Indicator	Total
Principal's performance	Activity	3	18
	Behavior	3	
	Productivity	3	
	Management	3	
	Study service	3	
	Able to compete	3	
School Competitiveness	Human Assets (HR)	5	16
	Market Assets (Market Behavior)	5	
	innovation assets	6	
Cooperation with Partners	Accountability	2	7
	Relevance	1	
	Quality	1	
	Institutional Autonomy	3	
ISO Implementation	Accountability	1	5
	Curriculum alignment	2	
	Evaluation	1	
	Student satisfaction	1	

Table 2. *The results of the s reliability test*

Variable	Reliability Statistics	
	Cronbach's Alpha	N of Items
Principal's Performance	.683	18
School Competitiveness	.749	16
Cooperation with Partners	.872	7
ISO Implementation	.762	5

From Table 2 it can be seen that for the Principal Performance variable, Cronbach's alpha value is 0.683, greater than 0.60, so this

18 - item instrument is reliable. For the School Competitiveness variable, Cronbach's alpha value is 0.749, greater than 0.60, so the 16-item instrument is reliable. For the Cooperation with Partners variable, the value of Cronbach's alpha is 0.872, so the 7 - item instrument is reliable. Finally, for the ISO Application variable, Cronbach's alpha is 0.762, which is again greater than 0.60, so this 5-item instrument is reliable.

Data collection

Data collection from the sample was carried out using a questionnaire designed and structured to reveal the performance of school principals, school competitiveness, collaboration with partners and the application of ISO to 64 principals of junior high schools both public and private spread across each sub-district.

Data analysis

Data analysis was carried out in three steps: First, the normality test ensured that the sample followed a normal distribution. Second, descriptive statistics were tested to show the central tendency of the results. Third, hypothesis testing is conducted to see whether the independent variable affects the dependent variable. All analyzes were applied using SPSS Version 26. The research hypothesis was tested using the Path Analysis approach, allowing a two-tailed t-test to show the direction of the influence of the independent variable on the dependent variable. (Helm et al., 2010).

FINDINGS

Demographic Analysis

Table 3. *Data for Middle Schools in Pangkaraya City*

No	districts	Number of State Junior High Schools/MTs	Number of Private SMP/MTs	Amount
1	Pahandut	6	19	25
2	Gunung Baru	4	2	6
3	Sabangau	5	1	6
4	Jekan Raya	7	15	22
5	Rakumpit	5	0	5
Total number		27	37	64

Source: Data for Middle School Education in Palangka Raya City (data for 2022)

From table 3 above, there are 64 schools at the SMP/MTs level, both public and private, spread over 5 sub-districts in Palangkaraya City. Of these, more than half are private

schools (37 or 57.81%), while the rest are public schools (27 or 42.19%)

Normality test

The Kolmogorov-Smirnov Z test was used to test the normality of the three research variables. These results are shown in Table 4.

Table 4. *Data Normality Test Results*

		Unstandardized Residual (Equation 1)	Unstandardized Residual (Equation 2)	Unstandardized Residual (Equation 3)
N		64	64	64
Normal Parameters ^{a,b}	mean	0E-7	0E-7	0E-7
	Std. Deviation	1.97100856	2.35778216	1.97558506
Most Extreme Differences	Absolute	,068	0.069	0.047
	Positive	0.053	0.069	0.047
	negative	-,068	-0.054	-,038
Kolmogorov-Smirnov Z		,712	,726	,491
asympt. Sig. (2-tailed)		,692	,678	,969

Based on the normality test table above, the value of Kolmogorov Smirnov The tests include: 1) in equation 1 is equal to 0.712 with a probability of 0.692. The p-value above the constant value = 0.05 indicates that the data is normally distributed; 2) in equation 2 is equal to 0.726 with a probability of 0.678. The p-value above the constant value = 0.05 indicates that the data is normally distributed; 3) while in equation 3 it is equal to 0.491 with a

probability of 0.969. The p-value above the constant value = 0.05 indicates that the data is normally distributed.

Partial Test

H1: The role of Cooperation with Partners has a significant influence on the Performance of Principals of Public and Private Junior High Schools in Palangkaraya, Central Kalimantan Province.

Table 5. *Partial Test of Cooperation with Partners (x1) → Principal Performance (y)*

Variable	Beta	T	Sig t	Information
Cooperation with Partners (x1) → Principal Performance (y)	0.584	2,167	0.034	Significant
t _{table}	= 1.6 6901			
Adjusted R Square	= 0.692			
R Square	= 0.702			

Based on the table above, it can be seen that the t count for Cooperation with Partners (x 1) is = 2.167 on the Principal's Performance (y) this means t count = 2.167 > t table = 1.6 6901 with a sig value of 0.034 < 0.05 then there is a positive and significant effect on Cooperation with Partners (x 1) on the Principal's Performance (y).

The results of the regression calculation can be seen that the coefficient of determination (adjusted R square) obtained is 0.692, this

means that the variation of the Cooperation with Partners variable is partially able to explain the Principal's Performance of 69.2 % while the remaining 30.08% is influenced by other variables. not included in this research model.

H2: The implementation of ISO has a significant influence on the performance of the Principals of Public and Private Junior High Schools in Palangkaraya, Central Kalimantan Province.

Table 6. *ISO Implementation (x2) → Principal Performance (y)*

Variable	Beta	T	Sig t	Information
ISO Implementation (x2) → Principal Performance (y)	1,705	4,690	0,000	Significant
t _{table}	= 1.6 6901			
Adjusted R Square	= 0.692			
R Square	= 0.702			

Based on the table above, the influence of the individual/partial ISO implementation variable (x2) on the Principal's Performance (y). Based on the table above, it can be seen that the t count for the application of ISO (x2) is = 4.690 on the Principal's Performance (y) this means t count = 4,690 > t table = 1.6 6901 with a sig value of 0.000 < 0.05 then there is a positive and significant effect on the implementation of ISO (x2) on the Principal's Performance (y).

The results of the regression calculation can be seen that the coefficient of determination

(adjusted R square) obtained is 0.692, this means that the variation of the ISO implementation variable is partially able to explain the Principal's Performance of 69.2 % while the remaining 30.08% is influenced by other variables that are not included in this research model.

H3: The role of Cooperation with Partners has a significant influence on School Competitiveness in Public and Private Junior High Schools in Palangkaraya, Central Kalimantan Province.

Table 7. *Cooperation with Partners (x1) → School Competitiveness (z)*

Variable	Beta	T	Sig t	Information
Cooperation with Partners (x1) → School Competitiveness (z)	0.173	2,412	0.019	Significant
t _{table}	= 1.6 6901			
Adjusted R Square	= 0.976			
R Square	= 0.977			

Based on the table above, the influence of the variable Cooperation with Partners (x1) individually/partially on School Competitiveness (z). Based on the table above, it can be seen that the t count for Cooperation with Partners (x1) is = 4.690 on School Competitiveness (z) this means t count = 2,412 > t table = 1.6 6901 with a sig value of 0.019 < 0.05 then there is a positive and significant effect on Cooperation with Partners (x1) on School Competitiveness (z).

The results of the regression calculation can be seen that the coefficient of determination

(adjusted R square) obtained is 0.977, this means that the variation of the Cooperation with Partners variable is partially able to explain School Competitiveness 97.7 % while the remaining 2.3% is influenced by other variables that are not included. in this research model.

H4: The implementation of ISO has a significant influence on School Competitiveness in Public and Private Junior High Schools in Palangkaraya, Central Kalimantan Province.

Table 8. *ISO Implementation (x2) → School Competitiveness (z)*

Variable	Beta	T	Sig t	Information
ISO Implementation (x2) → School Competitiveness (z)	0.245	2,251	0.028	Significant
t _{table}	= 1.6 6901			
Adjusted R Square	= 0.976			
R Square	= 0.977			

Based on the table above, the effect of the individual/partial ISO implementation variable (x2) on School Competitiveness (z). Based on the table above, it can be seen that the t count for the application of ISO (x2) is = 2.251 on School Competitiveness (z) this means t count = 2.251 > t table = 1.6 6901 with a sig value of 0.028 < 0.05 then there is a positive and significant effect on the implementation of ISO (x2) on School Competitiveness (z).

The results of the regression calculation can be seen that the coefficient of determination

(adjusted R square) obtained is 0.977, this means that the variation of the variable ISO implementation is partially able to explain School Competitiveness 97.7 % while the remaining 2.3% is influenced by other variables that are not included in the this research model.

H5: Principal's performance has a significant influence on the competitiveness of public and private junior high schools in Palangkaraya, Central Kalimantan Province.

Table 9. Principal Performance (y) → School Competitiveness (z)

Variable	Beta	T	Sig t	Information
Principal Performance (y) → School Competitiveness (z)	0.775	23,580	0,000	Significant
t _{table}	= 1.6 6901			
Adjusted R Square	= 0.976			
R Square	= 0.977			

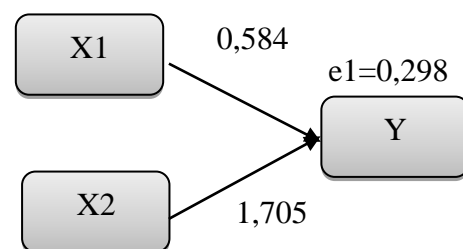
Based on the table above, the influence of the Principal Performance variable (y) individually/partially on School Competitiveness (z). Based on the table above, it can be seen that the t count for the Principal's Performance (y) is = 23,580 on School Competitiveness (z) this means t count = 23,580 > t table = 1.6 6901 with a sig value of 0.019 < 0.05 then there is a positive and significant effect on the Principal's Performance (y) on School Competitiveness (z).

The results of the regression calculation can be seen that the coefficient of determination (adjusted R square) obtained is 0.977, this means that the variation of the Principal Performance variable is partially able to explain School Competitiveness 97.7 % while the remaining 2.3% is influenced by other variables that are not included. in this research model.

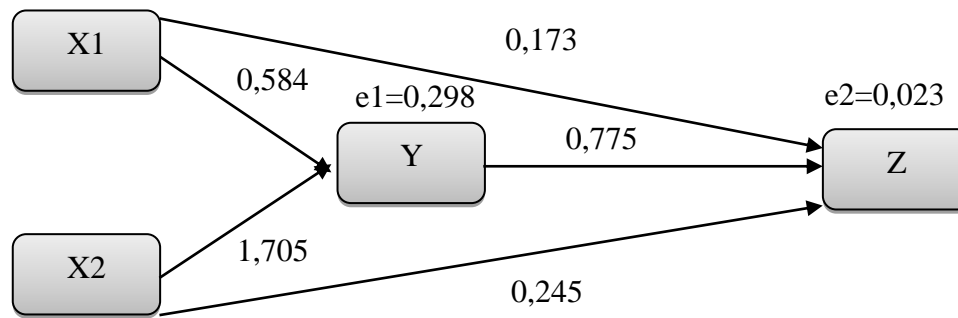
Path Analysis

Path Coefficient Model I: Referring to the Regression Model I output in the Coefficients table, it can be seen that the significance value of the two variables, namely X1 = 0.034 and X2 = 0.000 is smaller than 0.05. These results conclude that the Regression Model I, namely the variables X1 and X2 have a significant effect on Y. The value of R² or R Square contained in the Model Summary table is

0.702, this indicates that the contribution or contribution of the influence of X1 and X2 to Y is 70.2 % while the remaining 29.8 % is a contribution from other variables not included in the study. Meanwhile, the value of e1 can be found with the formula $e1 = (1 - 0.702) = 0, 298$. Thus, the path diagram of the structural model I is obtained as follows:



Path Coefficient Model II: Based on the output of Regression Model II in the Coefficients table section, it is known that the significance value of the three variables, namely X1 = 0.019, X2 = 0.028 and Y = 0.000 is smaller than 0.05. These results conclude that Regression Model II, namely the variables X1, X2 and Y have a significant effect on Z. The value of R² or R Square contained in the Model Summary table is 0.977 this shows that the contribution of X1, X2 and Y to Z is 97.7 % while the remaining 2.3 % is a contribution from other variables not examined. Meanwhile for the value of $e2 = (1 - 0, 977) = 0, 023$. Thus, the path diagram of the structural model II is obtained as follows:



Analysis of the influence of X1 through Y on Z: it is known that the direct effect of X1 on Z is 0.173. While the indirect effect of X1 through Y on Z is the multiplication of the beta value of X1 to Y with the beta value of Y to Z, namely : $0.584 \times 0.775 = 0.453$. Then the total effect given by X1 to Z is the direct effect plus the indirect effect, namely: $0.173 + 0.453 = 0.626$. Based on the results of the above calculations, it is known that the direct influence value is 0.173 and the indirect effect is 0.453, which means that the indirect effect value is greater than the direct influence value, these results indicate that X1 through Y indirectly has a significant influence. against Z.

Analysis of the Effect of X2 through Y on Z: it is known that the direct effect of X2 on Z is 0.245. While the indirect effect of X2 through Y on Z is the multiplication between the beta value of X2 to Y with the beta value of Y to Z, namely: $1.705 \times 0.775 = 1.321$. Then the total effect given by X2 to Z is the direct effect plus the indirect effect, namely: $0.245 + 1.321 = 1.566$. Based on the results of the above calculations, the direct influence value is 0.245 and the indirect effect is 1.321 which means that the value of the indirect effect is greater than the value of the direct effect, this result indicates that indirectly X2 through Y has a significant effect on Z.

DISCUSSION

The Influence of the Role of Cooperation with Partners on the Performance of the Principal

The results of this study indicate that the role of cooperation has a positive and significant effect on the performance of the principal. This research is also in line with research conducted

by (Bovaird, 2004; Guest & Peccei, 2001; Nazifa & Ramachandran, 2019; Thessin, 2019; Thomas et al., 2009) which explains that the important role of building cooperative partners is one of the the most important thing in measuring the performance of school principals. The achievement of educational goals depends on the policy and management of the school carried out by the principal as a leader. (Barr et al., 2008; Reimers & Chung, 2019). Simply put, the principal is a functional teacher who is given the task of leading a school where the teaching and learning process is held or a place where there is interaction between students and teachers in receiving lessons (Fox et al., 2015; Zepeda, 2013) .

So that it can be illustrated that the role of a leader in education is the task of a functional staff, namely the principal who has the responsibility to develop and improve the quality and quality of the school occupied. (Amanchukwu et al., 2015; Onorato, 2013). The leadership ability of the principal is the main factor that needs to be developed immediately. Leadership style refers to human relationships. (Talib & Manda, 2016). The principal's very technical competence is managerial competence. (Bafadal et al., 2019).

Lunenburg and Irby require management skills that must be possessed by a school principal, namely management concept skills (conceptual skills), social skills (human skills), and technical skills (technical skills). (Grissom et al., 2013); (Omoraka, 2020). Social skills mean principals use their time to interact with people which includes scheduled and unscheduled meetings, walking around the corridors, classrooms, and face-to-face contact. (Grissom et al., 2015) .

The Effect of ISO Implementation on Principal's Performance

The results of the data analysis conducted in this study indicate that the application of ISO has a positive and significant effect on the performance of the principal. (Campos et al., 2015; Feng et al., 2008; Prajogo et al., 2012; Psomas & Kafetzopoulos, 2014)

This ISO 21001 standard has principles that encourage educational institutions to become more socially responsible and provide accessible and fair educational services for students. The ISO 21001:2018 standard helps educational institutions in increasing the satisfaction of students, educators and education staff, as well as other beneficiaries (Kasperavičiūtė-Černiauskiene & Serafinas, 2018). ISO Quality Management System according to Mei Feng et al., (2006) can be grouped into three frameworks, namely: (1) planning for ISO certification, (2) organizational or company commitment to quality, and (3) application of established standard procedures. (Kasperavičiūtė-Černiauskiene & Serafinas, 2018; Boiral, 2003; Briscoe et al., 2005; Gingele et al., 2002) .

The Influence of the Role of Cooperation with Partners on School Competitiveness

The results of statistical tests that have been carried out in this study show that the role of cooperation with partners has a positive and significant effect on school competitiveness. (Harris & Houlihan, 2016; Osarenkhoe, 2010b, 2010a; Pradabwong et al., 2017; Ritala & Ellonen, 2010) which also describes the importance of an institution in increasing cooperation to gain power. good competition (Rengkung et al., 2017). Organizational competitiveness depends on the company's ability to perform well in terms of innovation, cost, flexibility, process, delivery, and quality (Buser et al., 2017; Duncan, 2010) .

There are several factors that are closely related to the strength and weakness of existing competitiveness in educational institutions. Exist three main factors that affect the competitiveness of educational institutions, namely; (1) service quality (service quality), (2)

customer satisfaction (customer satisfaction), and (3) self-awareness (behavioral intentions) (Krskova & Baumann, 2017). The higher the quality of service provided by the school/madrasah to its customers (students in particular) will make these students feel comfortable, valued and cared for. The feelings felt by students make students satisfied (Sommet et al., 2022) .

Effect of ISO Implementation on School Competitiveness

The results of the data analysis test that have been carried out show that the implementation of ISO has a positive and significant effect on the competitiveness of schools. It can be concluded that the better the implementation of ISO is carried out, the level of school competitiveness will also increase. As research conducted by (Dumond & Johnson, 2013; Gamboa & Melão, 2012; Naveh & Marcus, 2005; Rodríguez-Mantilla et al., 2020; Yeung, 2007; Zhao et al., 2022) which also explains that if a the institution/school has implemented ISO, the better the competitiveness for the school will be (Mehra & Rhee, 2004). With the improvement of the quality system and quality culture, the MMT process starts at the customer and ends at the customer. (Tasar & elik, 2011) .

If considering the role of schools as service providers, MMT is appropriate to use because it is oriented to customer satisfaction. MMT is a management system that becomes a culture of (1) continuous improvement of the quality of education. The principal gives confidence to the school community and delegates authority at the appropriate level so that his staff is also responsible for quality improvement. (2) Focus on the customer. MMT's main mission is to fulfill customer satisfaction. (3) Participation of school community, family, community and government (Mehta et al., 2019; Ehigie & McAndrew, 2005; Sakthivel & Raju, 2006) .

The Influence of Principal Performance on School Competitiveness

From the results of data analysis that has been carried out, it shows that the performance of the principal has a positive and significant effect on competitiveness in schools. (Beaver &

Jennings, 2005; Charernnit et al., 2021; Dhuey & Smith, 2018; Kempa et al., 2017; Lindberg, 2014) which also explained that the importance of principals to work optimally in order to achieve school competitiveness which increases with the progress of the times at this time (Goldring et al., 2009).

The principal in his organizational leadership can be said to be successful if the overall vision, mission and goals of the school can be achieved, and the goals of each individual but still related to the implementation of school programs can be carried out, and are able to master the role of cooperation between schools and collaboration with schools. outside agency. (Fox et al., 2015; Zepeda, 2013; Amanchukwu et al., 2015; Onorato, 2013).

The leadership ability of the principal is the main factor that needs to be developed immediately. Leadership style refers to human relationships. (Talib & Manda, 2016) . The principal's very technical competence is managerial competence. (Bafadal et al., 2019). Lunenburg and Irby require management skills that must be possessed by a school principal, namely management concept skills (conceptual skills), social skills (human skills), and technical skills (technical skills). (Grissom et al., 2013; Omoraka, 2020; Grissom et al., 2015)

The Effect of Collaboration with Partners on School Competitiveness Through Principal Performance

The results of data analysis carried out prove that indirectly the effect of cooperation with partners on competitiveness through the performance of school principals is greater than the direct influence of cooperation with partners on competitiveness. (Ali et al., 2011) , processes, and behavior (May et al., 2012) . The school is an organization that is engaged in education, but of course it must also develop itself to advance according to the needs and desires of not only the school environment but also the community. (Coleman & Glover, 2010) .

The principal presents one means to advance the school, because his role is very important in

various activities, such as managing aspects of school organization, and needs to consider various aspects related to management so that organizational goals can be achieved. set accordingly.

The Effect of ISO Implementation on School Competitiveness Through Principal's Performance

The results of the data analysis carried out prove that the indirect effect of implementing ISO on competitiveness through the performance of school principals is greater than the direct effect of implementing ISO on competitiveness. So it can be concluded that the role of the principal's performance is very supportive in the implementation of ISO in order to increase competitiveness in schools.

These capabilities include: The ability to strengthen market position, the ability to connect with the environment, the ability to continuously improve performance, the ability to establish a profitable position. Competitiveness is the potential or ability of an institution to outperform the competition, namely excellence in one field that is not owned by other parties. That's why if you want to know the achievement of quality and competitiveness in an institution, quality must be associated with inputs, processes, and outputs. Educational input is said to be of high quality if it is ready to process. The educational process is said to be of high quality if it is able to create a Active, Innovative, Creative and Creative Learning) atmosphere Pleasant. Quality and competitiveness are beneficial for the world of education, because: 1) increase the accountability (accountability) of schools to the community and government; 2) guarantee the quality of its graduates; 3) work more professionally; and 4) increasing fair competition.

CONCLUSION

The results showed that: 1) The role of cooperation with partners has a significant influence on school performance at public and private junior high schools in Palangkaraya,

Central Kalimantan Province; 2) The implementation of ISO has a significant effect on school performance at public and private junior high schools in Palangkaraya, Central Kalimantan Province; 3) The role of cooperation with partners has a significant influence on the competitiveness of schools in public and private junior high schools in Palangkaraya, Central Kalimantan Province; 4) The implementation of ISO has a significant influence on the competitiveness of schools in public and private junior high schools in Palangkaraya, Central Kalimantan Province; 5) The principal's performance has a significant influence on the competitiveness of schools in public and private junior high schools in Palangkaraya, Central Kalimantan Province; 6) The principal's performance can directly mediate the effect of implementing ISO on school competitiveness in public and private junior high schools in Palangkaraya, Central Kalimantan Province; 7) The principal's performance can directly mediate the effect of the role of cooperation with partners on the competitiveness of schools in public and private junior high schools in Palangkaraya, Central Kalimantan Province.

ACKNOWLEDGEMENT

Thanks to the Chancellor of the University of Palangka Raya for providing the opportunity for researchers to conduct in-depth research on this theme. Thanks are also conveyed to the Chancellor of Bina Bangsa University who has given permission to the second researcher to collaborate with the first research.

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