

Principal Leadership, School Counselors Roles and School Organization Effectiveness to The Quality Of State High School Students in Madiun City

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Abstract— This research is to capture the relationship between Principal Leadership, School Counselors Roles and School Organization Effectiveness to The Student Quality Of State High School Students in Madiun City Through Structural Equation Modeling Analysis. This research uses a quantitative approach, through the analysis of Structural Equation Modeling with the help of software Lisrel 8.8 for windows. In this method, to explore the data using four (4) likert scale questionnaire instruments are used namely: (1) Principal Leadership, (2) School Counselors Roles, (3) School Organization Effectiveness and (4) Student Quality. The instrument are distributed to students of XI grade at State High School in Madiun City. Based on the result of data analysis, it can be concluded that there is correlation between principal leadership to student quality, there is no correlation between school counselors roles to student quality, there is correlation between school organization effectiveness to student quality and no correlation between principal leadership, roles of school counselors and school organization effectiveness on the students quality of State high school in Madiun City.

Index Terms— Principal Leadership, School Counselors Roles, School Organization Effectiveness, Student Quality, SEM Analysis.

INTRODUCTION

Education contributes greatly to the progress and development of national character. Among the many national development agendas, education is one of the most important and strategic agendas that demand serious attention from all parties, because education is a determining factor for the future progress of the nation. The development of the education sector carried out by the government and the community is an effort to embody one of the national ideals, namely to educate the life of the nation. Education is a form of human capital investment, which determines the quality of a nation's human resources.

One of the parties that has a very important influence in the world of Indonesian education is the presence of teachers as educators and teachers who will direct the nation's generation in the right and

right direction. The teacher is the most important part of the teaching and learning process. Based on the Law of the Republic of Indonesia Number 14 of 2005 concerning Teachers and Lecturers, it is stated that teachers and lecturers have a very strategic function, role and position in national development in the field of education, so it needs to be developed as a dignified profession.

According to Noah (2011), there are four basic competencies as the main condition for being a great teacher, namely academic, pedagogic, social and professional. However, according to Rustad (2011), in reality there are problems, namely the uneven distribution of teachers, teachers who teach not in their fields of expertise, lack of teachers in remote areas, and teachers who have not fulfilled educational qualifications.

The principal's leadership behaves as a model for teachers and other education personnel. Leaders like this are usually respected and trusted. The school is enough to identify itself as an agent of change in school and is a figure that is proud of the teacher, as well as enough to trust the teacher so that there is an emotional bond between the principal and the teacher.

Guidance and counseling are an integral part of education that consciously positions students' abilities to explore, choose, plan and take decisions to achieve their future. Guidance and counseling in schools is an effort from the government that aims to improve the quality of education in Indonesia, which is to provide opportunities for students to develop their talents and potential optimally. This certainly needs to be followed by the awareness of all parties in the school to assist in the implementation of guidance and counseling, because guidance and counseling constitute an inseparable unity in the education process.

The effectiveness of school organizations refers to the performance of organizational units called 'schools'. School organizational performance can be demonstrated through the school's *output*, which in turn is measured according to the average student achievement at the end of their formal education at the school. The issue of the effectiveness of school organizations is interesting because in general it can be seen that the performance of school organizations varies. The next problem is the extent to which the performance of the school organization is different, or, more precisely, the extent to which the school organization provides a differentiating power when the innate abilities of the school organization and the socio-economic background of the school students are more or less the same.

Students need help in preparing themselves to determine their future, so students can first understand themselves by understanding their skills, talents, interests, ideals, and other aspects that support students' self-understanding. Therefore students need to be prepared well in terms of its quality and performance of psychological aspects

in order to meet the expectations and win the competition environment.

Based on the background above, the writing of this study was entitled "Principal Leadership, Role of School Counselors and School Organizational Effectiveness on the Quality of Students of Madiun City High School" This topic interesting to study because the education unit is the starting point for the preparation of reliable Indonesian human resources.

LITERATURE REVIEW

Principal Leadership

The use of diverse approaches or perspectives on leadership, in addition to giving birth to a diverse definition of leadership also gave birth to diverse leadership theories. Every approach used gives birth to a variety of leadership theories .

Define of leadership comprehensive Retained Earnings according to Robbins (2015) is as the ability to influence a group toward the achievement of goals. Leadership is the skill and ability of a person to influence others, through direct, or indirect communication with the intention to move these people so that understanding and awareness are willing to follow the leader's wishes.

Hughes (2012) suggests that transformational leaders have vision, rhetorical expertise, and good impression management and use it to develop strong emotional ties with followers. Transformational leaders are believed to be more successful in driving organizational change because of the arousal of followers' emotions and their willingness to work to realize the vision of the leader. Transactional leadership deals with the relationship between leaders and followers or subordinates based on a set of exchanges or bargaining between leaders and followers or subordinates. Howell and Avolio (1993) state that leaders with followers or subordinates arrive at agreements related to rewards that will be received by followers or subordinates if they reach an agreed level of performance.

Bass (1985) states that all transactional leadership theories such as autocratic-democratic leadership,

leadership that focus on how to make decisions whether directive or participatory, focus areas that are led whether to focus on assignments or focus on interpersonal relationships, or the style or behavior carried out in memimipin whether initiation or consideration, all of them always try to make followers or subordinates display performance to achieve an agreed level of performance along with the rewards that will be received by them.

The concept of instructional leadership or leadership learning is focused on improving academic quality, not on the busyness of handling school administration such as buildings, facilities or financial facilities, all of which are intended to influence school academic activities related to learning. Sergiovanni (2009) defines leadership learning as leadership that focuses directly on teaching learning processes, improving student achievement, curriculum and assessment, and developing learning programs.

The Role of School Counselors

The process of counseling and guidance services in schools is a professional who is trained and has the expertise and authority in the field of counseling practice. Where in his work aims to help the counselee solve the difficulties he has. Person The ad ne guidance and counseling teachers or often called the school counselor.

Guidance and counseling are often seen as additional and supportive services, which place the counselor in an improvement and reactive role that is not seen as an effort to provide basic education. This pattern often occurs continuously and puts the school counselor in a position to take administrative duties (Gysbers & Henderson, 2001).

According to Prayitno (2009) the counselor's responsibilities are: (a) Having the primary obligations and loyalty and especially to students who must be treated as unique individuals, (b) Paying full attention to the students' needs (needs related to education, position / job, personal, and social) and encourage optimal growth and development for each student, (c) Tell students about the goals and techniques of guidance and

counseling services, as well as the rules or procedures that must be passed if they want assistance in guidance and counseling, (d) No push students (counsees) certain values that are actually just what is considered good by the counselor only, (e) Maintain the confidentiality of data about students, (f) Tell the authorities if there are strong instructions something dangerous will happen, (g) Organizing data disclosure appropriately and informing students about the results of the activity in a simple and easy to understand manner i, (h) Carrying out appropriate and professional guidance and counseling services, (i) Conduct appropriate case referrals.

School counselors can work with students, families of students, school staff and community members in implementing a comprehensive school counseling program, in building school partnerships with counselor communities to play a role in ; (1) promoting student academic, career and social / emotional development , (2) informing the school community about resources that are relevant to the community , (4) actively trying to work with family members and stakeholders in the community , (5) removing barriers to the successful implementation of school-family partnerships- society, (ASCA, 2016)

School counselors also act as advocates, leaders, facilitators, initiators, evaluators and collaborators to create, enrich and evaluate the effects of partnerships on student success in comprehensive school counseling programs. (ASCA.2016)

In counseling and counseling services, a counselor plays an important role and functions for the implementation of counseling and guidance programs in schools, one of which is to help overcome the problems experienced by students.

According to Corey (2009), that: the main function of a counselor is to help students realize their own strengths or potential, find out what things are hindering them from discovering these potentials, and clarify their personalities as they expect, and help students to be able to overcome the problem he experienced.

Effectiveness of School Organizations

School organization is the most important place for school citizens to interact among individuals, determine the lines of interaction and how each individual shows his existence as a school citizen. In order for the school organization to run well and be able to fulfill organizational goals

An organizational structure can define how job assignments are formally shared, grouped and coordinated. Principals need to discuss the six main elements when designing the school's organizational structure, (Robbins & Judge, 2008) : (1) Work Specialization (2) Departmentalization (3) Chain Command. (4) Range of control (5) Centralization and Decentralization (6) Formalization.

Culture is an integrated pattern of human behavior, which consists of thoughts, language, actions and other cultural results. In everyday people's lives, it cannot be separated from the cultural ties that are created. Cultural ties are created by the community concerned, both in families, organizations, businesses and nations.

Culture distinguishes people from one another in how to interact and act to accomplish a job. Culture binds members of community groups into a unified view that creates uniformity to behave or act.

According to Robbins (1996) gives an understanding of organizational culture, among others, as follows: (1) Dominant values supported by the organization. (2) Philosophy that guides organizational policy towards employees and customers. (3) The way the work is done in that place. (4) Basic assumptions and beliefs that exist among members of the organization. While Kilman, Saxton and Serpa (1986) give an understanding of organizational culture are: Philosophy of ideology, values, assumptions, beliefs, hopes, attitudes and norms that are shared and bind a society.

The dimensions used to distinguish organizational culture, according to Robbins (1996) there are seven primary characteristics that collectively capture the nature of organizational culture, namely: (1) Innovation and risk taking. (2) Attention to details. (3) Results orientation.

(4) Person Orientation. (5) Team Orientation. (6) Aggressiveness. (7) Stability.

Quality of Students

Many definitions of the quality of education that exist, show so complex of various concepts. The terms efficiency, effectiveness, equity and quality are often used together, Adams (1993). In education, what is meant by customers or clients (*clients*) is divided into two, namely internal customers and external customers.

The experts have defined variously quality in their opinion, as well as quality indicators. Garvin (1994) proposes eight dimensions or critical categories of quality, namely (1) Performance (2) Feature (3) Reliability (4) Conformance (5) Durability (6) Serviceability (7) Aesthetics (8) Perceive quality.

The process can be said to be of high quality if coordination and harmonization and integration of school inputs (teachers, students, curriculum, money and equipment) are carried out harmoniously so as to create *enjoyable learning situations*, be able to accompany mutations and learning interests and truly able empower students.

Hanifah & Suhana (2010) suggested that the quality in the context of education is referring to the achievements achieved by students or schools at any given time period. Achievements achieved or educational outcomes (*student achievement*) can be in the form of academic ability test results and no academy

Whereas according to Philip Crosby in Sallis (2005), there are four principles of quality, namely: (1) Suitability with demands. (2) Prevention of low quality with supervision, not assessment or correction. (3) Performance standards are no errors, not "it is almost close". (4) Quality measurement.

METHOD

The approach in this study is a quantitative approach, because this study is presented more in the form of numbers from the data taken in the study. Quantitative research is a research approach that many demanded clicking gun will be a

number, ranging from data collection, interpretation of these data, as well as the appearance of the results. This study included non-experimental correlational research, which sought to find the relationship between research variables, namely the relationship of the principal's leadership, the role of counselor and Effectiveness of School Organizations on student quality.

The sample is part of the members of the population under study, whose characteristics of existence are expected to represent or describe the characteristics of the actual population. The sample that the researchers took in this study amounted to 392 consisting of class XI students at SMAN Kota Madiun. The sampling technique used is to take a simple random sample (*Simple Random Sampling*), all individuals who become members of the population have the same opportunities and been a member until l.

There are four research instruments used in this study, namely instruments Leadership variables Principal, School Counselor's Role variable, variable and variable Educational Organization Effectiveness Quality of Students. The instrument is in the form of a Likert scale which is arranged in accordance with the lattice of these variables.

Data analysis techniques of this study use statistical analysis techniques of *Structural Equation Modeling* (SEM), which is one type of *multivariate analysis* in social sciences. Multivariate analysis is the application of statistical methods to analyze several variables of research simultaneously or simultaneously.

RESULT & DISCUSSION

The research variables are divided into two, namely the *latent variables* and the manifest (*manifest variables*) variables. Measurement of latent variables is done by using the manifest variables or indicators. In this study the measures used to see the existence of each variable are through adaptation based on measurement instruments that have been developed by researchers.

Conceptual Model of Research

To test the hypothesis on the basis of the conceptual model of research that has been built, the data analysis technique used is the structural equation model (*Structural Equation Modeling*) and the solution is done with the help of *Structural Linear Relationship* software (LISREL) 8.8 for windows. The analyzed measurement model is presented in the following display:

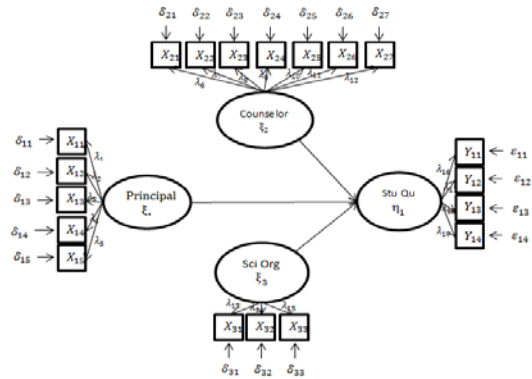


Figure 1. Conceptual Model of Research

Principal leadership

Principal leadership variables are shown by (1) Building educational goals (2) Developing human resources (3) Managing curriculum and teaching programs (4) Ensuring a conducive environment and (5) Engaging the community. This variable measurement is done by the Principal Leadership questionnaire instrument which consists of 35 closed questions and each item has 5 (five) alternative answer choices. The scoring range for each item is 1 to 5. Based on this, the maximum score for measuring the principal's leadership variables

Overall aspects of the principal's leadership variables after data collection and data acquisition can be seen in the frequency distribution table:

Table. 1 The frequency distribution of the Principal Leadership

| Interval | Category | Distribution | | |
|-----------|-----------|--------------|-------|--------------|
| | | f | %f | % Cumulative |
| 148 - 175 | Very high | 79 | 20,15 | 20,15 |
| 120 - 147 | High | 273 | 69,64 | 89,80 |
| 92 - 119 | Enough | 39 | 9,94 | 99,74 |
| 64 - 91 | Low | 1 | 0,25 | 100,00 |
| 35 - 63 | Very Low | 0 | 0 | 100,00 |
| | | 392 | 100 | |

Source: Data processed

From the results of data collection and processing pie chart can be arranged as follows:

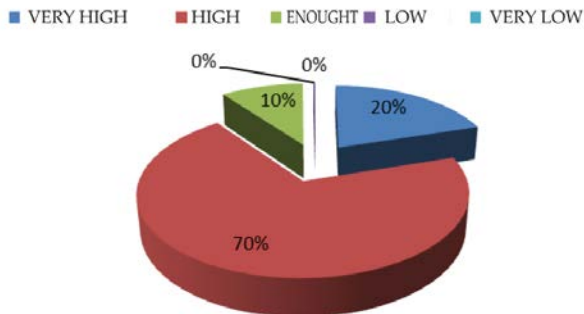


Figure 2. School Principal Leadership Pie Chart

The principal as a leader in a school carries out the following actions in leading his organization: (1) Students of Madiun City Senior High School 43.62% are very high on knowing about building educational goals, (2) 28.06 % very high in knowing human resource development programs , (3) 12.50 % is very high in knowing curriculum and teaching programs , (4) 24.49 % is very high in knowing that the school principal ensures a conducive school environment , (5) 25.77 % is very high in knowing the principal involves the community in education.

The Role of School Counselors

Variables Role of School Counselors is shown by (1) Understanding of student characteristics (2) Learning guidance (3) Personal Guidance (4) Social Guidance (5) Career Guidance (6) Orientation and Information Services and (7) Advocate for the facility and facilities . The variable measurement was carried out by the School Counselor Role questionnaire instrument which consisted of 36 closed questions and each item had 5 (five) alternative answer choices. The scoring range for each item is 1 to 5. Based on this, the maximum

score for the variable measurement of the School Counselor Role is 180 and the minimum score is 36.

Overall variable aspects of School Counselor Role after data collection and data acquisition can be seen in the frequency distribution table as follows:

Table 2. Role frequency distribution of School Counselors

| Interval | Category | Distribution | | |
|-----------------|-----------|--------------|-------|--------------|
| | | f | %f | % Cumulative |
| 151,60 - 180,00 | Very high | 89 | 22,70 | 22,70 |
| 122,70 - 151,50 | High | 256 | 65,31 | 88,01 |
| 122,50 - 122,60 | Enough | 44 | 11,22 | 99,23 |
| 64,90 - 93,70 | Low | 3 | 0,77 | 100,00 |
| 36,00 - 64,80 | Very Low | 0 | 0,00 | 100,00 |
| | | 392 | 100 | |

Source: Data processed

As a whole, the role of School Counselor after data collection and retrieval can be seen in the pie chart as follows:

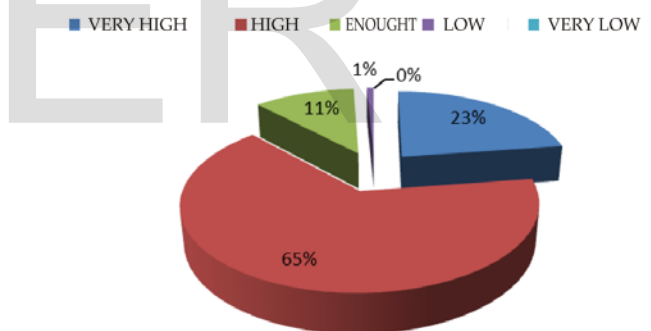


Figure 3 Diagram of the Role of School Counselors

The role of school counselors in helping students who experience difficulties and need development, take the following actions that can be known by students of Madiun City State High School: (1)19.39 % very high knowing that school counselors can understand the characteristics of students. (2) 25.77 % is very high in knowing that school counselors do tutoring at school. (3) 24.74 % is very high in knowing that school counselors conduct personal guidance at school. (4) 12.24 % is very high in knowing that school counselors do social guidance at school. (5) 28.06 % is very high to

know that school counselors conduct career guidance at school. (6) 31.38 % are very high in knowing that the school counselor is doing orientation and information services at school. (7) 9.69 % is very high in knowing that the school counselor is doing advocacy and facilitation services at the school.

Effectiveness of School Organizations

Variables of School Organizational Effectiveness are shown by (1) Organizational Structure (2) School Culture and (3) Organizational Effectiveness. The variable measurement was carried out by the School Organization Effectiveness questionnaire instrument which consisted of 33 closed questions and each item had 5 (five) alternative answer choices. Scoring range for each item is 1 to 5. Based on this, the maximum score for measuring the effectiveness of the school organization is 165 and the minimum score is 33.

Overall aspects of School Organizational Effectiveness after data collection and data collection can be arranged as follows:

Tabel 3. Frequency distribution of school organization effectiveness

| Interval | Category | Distribution | | |
|-----------------|-----------|--------------|-------|--------------|
| | | f | %f | % Cumulative |
| 139 - 165,00 | Very high | 123 | 31,38 | 31,38 |
| 112,50 - 138,90 | High | 254 | 64,80 | 96,17 |
| 86,00 - 112,40 | Enough | 15 | 3,83 | 100,00 |
| 59,50 - 85,90 | Low | 0 | 0,00 | 100,00 |
| 33,00 - 59,40 | Very Low | 0 | 0,00 | 100,00 |
| | | 392 | 100 | |

Source: Data processed

From the results of data collection and processing, pie charts can be prepared as follows:

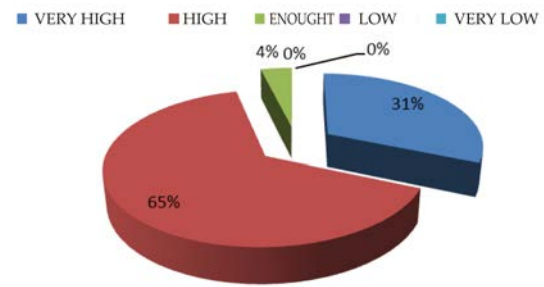


Figure 4. School Organization Effectiveness Diagram

The effectiveness of school organizations is a means of how school citizens act and relate, so as to create a healthy relationship pattern within the school. This can be seen (1) 49.49 % of the students of Madiun City State Senior High School are very aware of the organizational structure in their school. (2) 23.21 % is very high in knowing the organizational culture that exists in the school. (3) 31.38 % are very high in knowing the effectiveness of existing organizations in their schools.

Quality of Students

Student Quality Variables are shown by (1) Refers to student development (2) student achievement (3) suitability with students' demands and needs and (4) student learning experience. This variable measurement is carried out with the Student Quality questionnaire instrument consisting of 36 closed questions and each item has 5 (five) alternative answer choices. The scoring range for each item is 1 to 5. Based on this, the maximum score for measuring Student Quality variables is 180 and the minimum score is 36.

Overall aspects of the Student Quality variable after retrieval and data acquisition can be arranged in the following frequency distribution table:

Tabel 4. Frequency distribution of the quality of students

| Interval | Category | Distribution | | |
|-----------------|-----------|--------------|-------|--------------|
| | | f | %f | % Cumulative |
| 151,60 - 180,00 | Very high | 125 | 31,89 | 31,89 |
| 122,70 - 151,50 | High | 254 | 64,80 | 96,68 |

| | | | | |
|----------------|----------|-----|------|--------|
| 93,80 - 122,60 | Enough | 13 | 3,32 | 100,00 |
| 64,90 - 93,70 | Low | 0 | 0,00 | 100,00 |
| 36,00 - 64,80 | Very Low | 0 | 0,00 | 100,00 |
| | | 392 | 100 | |

Source: Data processed

From the results of data collection and processing, pie charts can be prepared as follows:

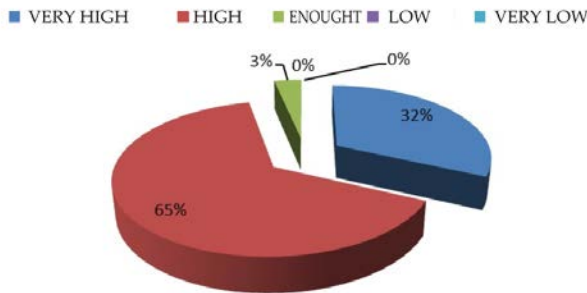


Figure 5 Student Quality Diagrams

The air quality services in schools to produce quality students who have competitiveness and to improve their welfare. Through meaningful learning the quality of students is formed, this can be seen: (1) 44.64 % of the students of Madiun City High School are very high in knowing the development of students in their schools. (2) 40.56 % is very high in knowing the achievement of students in their schools. (3) 22.70 % is very high in knowing the suitability of the demands and needs of the school students. (4) 15.82 % is very high in knowing the learning experience needed by school students.

Research Model

In the model simulation simulation, alternative structural equation models have been identified that are basically almost the same when compared to the research model, the structural equation model test simulation can be presented as follows:

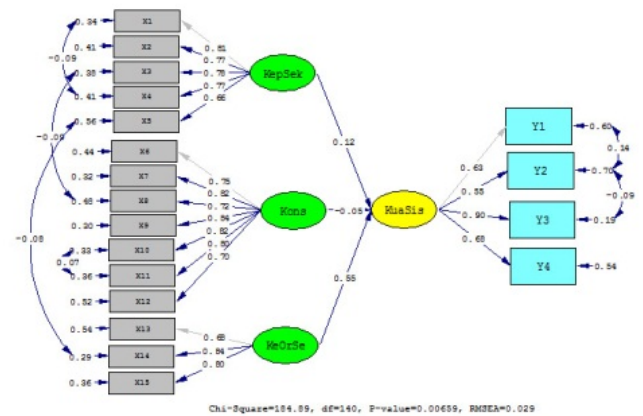


Figure 6. Model of Structural Equation Research

It appears in the picture above, that the second alternative model has a level of alignment that meets the requirements in accordance with the accuracy of the criteria of a structural equation model. In addition to the lambda coefficient or factor loading each manifest construct is valid, structural equation coefficients that describe the level of influence of exogenous variables on endogenous variables are also significant. Even so, the alignment of the model needs to also be seen from the adequacy of the determinants of the level of harmony in meeting the criteria, in accordance with the provisions of the model structural. This can be seen in the following table:

Table 5. Research Model Alignment Test

| Keselarasan Model | Koefisien | Kriteria | Kesimpulan |
|-------------------------|-----------|-------------|------------|
| Chi-Square (χ^2) | 189.510 | Small | Fulfilled |
| P-Value | 0.00340 | $\geq 0,05$ | Fulfilled |
| Degrees of Freedom | 140 | - | - |
| Cmin (χ^2/df) | 1,35 | $\leq 2,00$ | Fulfilled |
| NCP | 44.889 | Small | Fulfilled |
| Standardized RMR | 0.0319 | $\leq 0,08$ | Fulfilled |
| RMSEA | 0.0158 | $\leq 0,08$ | Fulfilled |
| GFI | 0.953 | $\geq 0,90$ | Fulfilled |
| AGFI | 0.936 | $\geq 0,90$ | Fulfilled |
| CFI | 0.992 | $\geq 0,94$ | Fulfilled |
| IFI | 0.992 | $\geq 0,94$ | Fulfilled |
| NNFI | 0.991 | $\geq 0,94$ | Fulfilled |
| AIC | 284.889 | Small | Fulfilled |
| CAIC | 533.452 | Small | Fulfilled |

Source: Data Processed

It can be seen that the second alternative model, four magnitudes of the model alignment level

are *Chi-Square* (χ^2), NCP, AIC and CAIC can meet the criteria (*Goodness of Fit Statistics*) which are good and the others have met the required criteria.

Table 6. Hypothesis Testing Results

| No | Hipotesis | Kesimpulan |
|----|--|------------|
| 1 | There is a positive relationship between the leadership of the principal towards the quality of the students of SMA Madiun | Proven |
| 2 | There is a positive relationship between the role of school counselors to students of SMAN Quality Madiun | Not proven |
| 3 | There is a positive relationship between the effectiveness of the school organization on the quality of the students of SMA Madiun | Proven |
| 4 | There is a positive relationship between the leadership of the principal, the role of the school counselor and the effectiveness of the school organization on the quality of the students of SMA Madiun | Not proven |

The principal's leadership starts from himself to be translated into the action of the objectives of work professionalism in delivering the success of his institution in achieving its goals, in this case the self-vision of a principal is applied in building educational goals. In accordance with the research of Yoeli and Berkovich (2010):

..... The findings are strengthened the importance of a leader's personal ethos to the formulation of his professional vision.

It was emphasized by B Redeson (2000) that the development of human resources is not only a school activity but is a necessity and responsibility of a profession:

.... Professional development is not an event, it is a set of activities in schools. It is a professional responsibility and integral part of teachers 'and principals' professional work. Though principals play a significant role in teacher professional development, teachers themselves are responsible for their own professional growth.

The role of School Counselors is only to assist the school principal in providing learning program services to students so that they are in line with the school's vision and mission. According to Kabate (2016):

... it is therefore concluded that competencies are in the provision of counseling services are very significant for Open and distance learners as they harmonize students' objectives, goals and university mission and vision for sustainable development

The task of the counselor is very heavy and must be supported by other parties, especially parents. According to Brown's opinion (1999):

School counselors are under pressure to assist in the effort to increase student achievement. They can respond to this challenge by working to improve the school climate

Effectiveness Organization Schools affect the quality of students in this case students of SMAN Kota Madiun are trained through the *hidden curriculum* that is applied at school. In line with opinions Nami, Marsooli, Ashouri (2014):

Hidden curriculum of physical, social environment, covering both sides of teacher and student relationships are learned by both, and affected on achievement .

Schools are managed by people who are professionals in their fields . This is according to the research of Saleem et al (2012):

... "Professionalism " is the most important factor for making the schools effective. As regards " coordination " , the participants keep it next to " professionalism " , stressing that there should be a network of coordination among heads, teachers, students and seniors management .

School counselors should be able to take a role in the school system and together with other school residents to realize effective school management performance. In line with the opinion of Kremer (2010):

.... team-based organizational models need to be adapted and developed for the learning team approach to performance management,

and those models need to account for realities and constraints of teachers' workload, task / teaching composition, and training developments. Developing organizational and job design methods for teachers and school leaders can also be one way to reconcile the mismatches between teacher job design and collaborative, team-based approaches to school improvement

School counselors have not conducted a *need assessment* and brought together the wishes of the school community which resulted in the failure of a set of school programs. According to Perkins (2012):

... colors that stakeholders think about the roles and duties of a school counselor are important and advising counselors to conduct needs assessment to identify priorities. Failure to meet the expectations of stakeholders, including the expectations of teachers, can negatively impact the success of the program.

CONCLUSION

Based on the result of data analysis, it can be concluded that there is correlation between principal leadership to student quality, there is no correlation between school counselors roles to student quality, there is correlation between school organization effectiveness to student quality and no correlation between principal leadership, roles of school counselors and school organization effectiveness on the students quality of State high school in Madiun City.

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