SCOPE
Journal of English Language Teaching
| p-ISSN 2541-0326 | e-ISSN 2541-0334 |
https://journal.lppmunindra.ac.id/index.php/SCOPE/

Research Article

An Analysis of Effective School Characteristics Practices in Schools

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KEYWORDS

Effective School;
Learning Environment;
Home-School Partnership;
Learning Organization.

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A B S T R A C T

The main objective of this research is to describe the intensity of the related variables practices and its variations that occurred. This research uses a quantitative approach with the survey research method. The subject of this research was 26 schools in 8 regencies of West Kalimantan. In the process of data collection, We used a close-ended questionnaire and the obtained data were analyzed by using descriptive statistics and inferential statistics technique. We also used Microsoft Excel Software and SPSS 26 in processing and analyzing the obtained data. The findings indicated that the practices of the Learning Environment and Learning Organization variables were frequently implemented in most schools, reflecting a focus on school effectiveness. However, the Home-School Partnership variable was less frequently practiced, suggesting that schools faced challenges in achieving school effectiveness in this aspect. We found the variations that occurred based on the region of origin and school levels.

INTRODUCTION

Ensuring the quality of education, particularly within schools, is crucial for the establishment of an effective learning environment for students. Susanti *et al*., (2020) assert that education possesses significant transformative potential, capable of shaping and influencing the world, as it serves as a fundamental basis for individuals' thoughts and actions. A high standard of education facilitates the students' ability to acquire, comprehend, analyze, and process knowledge more effectively. (Thangeda et al., 2016) argue that the provision of appropriate and suitable support and motivation to students is instrumental in promoting a favourable educational quality. Eze, (2017) proposes various indicators of good education quality, including students who are in good health, well-nourished, prepared to learn, and supported by their families; a learning environment that is secure, protective, and equipped with adequate facilities; up-to-date content aligned with the latest curricula and encompassing fundamental knowledge in the realms of nature, society, and life; an instructional process facilitated by skilled teachers who effectively manage the classroom; and outcomes that yield positive knowledge, skills, and attitudes.

To establish an effective learning environment, teachers, as integral members of the learning organization, can engage in collaboration with parents through a home-school partnership. Both teachers and parents share a common objective of creating an engaging learning environment and enhancing the academic development of children. As such, teachers or schools, acting as corporate entities, and parents, as relevant stakeholders, must cultivate social capital with children to facilitate effective action. Through the establishment of social capital among teachers, parents, and children, trustworthiness can be fostered. Research has shown that a high level of trustworthiness between actors and corporate entities increases the likelihood of achieving more favorable outcomes compared to situations with lower levels of trustworthiness (Taufik & Dwiningrum, 2020).

DOI: http://dx.doi.org/10.30998/scope.v8i2.20285

This research focuses on three key factors of Effective School Characteristics, namely Learning Environment, Home-School Partnership, and Learning Organization (Sammons, Hillman, & Mortimore, 1995). The selection of these factors was attributed to the challenges encountered in accessing widely dispersed samples in the West Kalimantan province, as well as the limited time available for data collection. Consequently, this research specifically examines these three factors within the broader framework of Effective School Characteristics. Sammons, Hillman, Mortimore, (1995) have identified a total of 11 factors that characterized as an effective school, including Professional Leadership, Shared Vision and Goals, Learning Environment, Concentration on Teaching and Learning, Purposeful Teaching, High Expectations, Positive Reinforcement, Monitoring Progress, Pupil Rights and Responsibilities, Home-School Partnership, and Learning Organization.

Thus, the main objective of this research is to find out about the practices of Learning Environment, Home-School Partnership, and Learning Organization in the related schools. this research only describing the real condition that occurred in the related schools regarding the practices of these variables as part of the school effectiveness characteristics. moreover, We also want to find out if there are any variations that occurred related to the practices of these variables. We will see the variation based on school's Region of Origin and School Level differences. Besides, this kind of research are still rarely conducted, especially in West Kalimantan, Indonesia.

Along with the increasing number of studies which pinpoint the signs of achieving good school performance, yet the knowledge of such practices in the West Kalimantan Province (Indonesia) specifically among various regions and levels of school remains limited. In the past, a variety of studies have been conducted to learn about the overall contexts that do not include the investigation of local issues, which differentiate regions and educational levels.

Several previous studies have been conducted by various Wes on a similar theme. One such research, titled "School Effectiveness: An Overview of Conceptual, Methodological and Empirical Foundations", was carried out by (Alfirević et al., 2016), and "School effectiveness and improvement practices in excellent schools in Malaysia and Brunei" by (Ghani et al., 2011). Other Wes, such as Sapungan *et. al.*, (2014), Susanti *et al*., (2020), Ghenghesh & Abdelmageed, (2018), Ardianti 2022), Rahmadi et al., (2010), Sholahuddin (2019), Suriansyah (2020) & Mahardika (2019) have also contributed to the body of research on this topic. Exploring the concept of effective schools can serve as a means for learning organizations to enhance their overall quality, not only in terms of student learning but also by fostering positive working environments that facilitate socialization, collaboration, and self-development among staff members. The involvement of parents also plays a significant role in achieving effective schools, as they can collaborate with teachers to monitor their children's progress, exercising their rights in determining educational choices.

METHOD

This research utilized a Quantitative Research Approach to investigate the relationships between variables. This approach involves the use of methods that generate numerical data to measure the variables, which are subsequently analyzed using statistical procedures (J. W. Creswell, 2014). Within the Quantitative Approach, survey research was employed, utilizing questionnaires with questions that could be interpreted numerically to gather data from the sample population (Ponto, 2015).

This research involved the participation of teachers from 26 schools located across 8 regencies in West Kalimantan. According to (W. J. Creswell & Creswell, 2018), a sample refers to a small group of individuals who are selected from a larger population to analyze trends, thoughts, behaviors, or characteristics. Therefore, the sample in this research represents a subset of the population under research. The data collection process included the involvement of 4 private schools and 22 state schools. The table of subject can be seen below:

Table 1. Subject of Research

No	Region	School Code	Respondents
1	Kapuas Hulu Regency	S1	27
		S2	13
		S3	15
2	Melawi Regency	S4	15
		S5	20
		S6	10
3	Sanggau Regency	S7	10
		S8	20
4	Landak Regency	S9	15
		S10	15
5	Pontianak City	S11	8
		S12	5
6	Kubu Raya Regency	S13	13
		S14	15
		S15	21
		S16	9
		S17	20
7	Mempawah Regency	S18	10
		S19	20
		S20	30
		S21	9
8	Sambas Regency	S22	21
		S23	30
		S24	20
		S25	29
		S26	15
Total			435

In this research, the data collection tool employed was a questionnaire, which is a commonly used method in quantitative research. A questionnaire consists of a list of questions designed by Wes to gather data from respondents pertaining to the specific issue(s) being investigated (Rathi & Ronald, 2022). The questionnaire utilized in this

DOI: http://dx.doi.org/10.30998/scope.v8i2.20285

research was of the close-ended type, which means that it provided pre-coded response options (with four pre-coded options available). Respondents were required to select their answers from the provided options (Taherdoost, 2022). The indicators used in the questionnaire were adapted from (Irwan, 2019).

Descriptive statistics provide Wes with a systematic approach to organize, summarize, and making sense of quantitative data. This data analysis technique involves presenting the data in the form of graphs, tables, or statistical summaries. By using tables or graphics, large datasets can be summarized numerically, allowing Wes to obtain information and describe the findings through frequencies, means, medians, and other statistical measures (Howard, 2013). Descriptive statistics help define a phenomenon by examining characteristics such as who, what, where, when, and to what extent the phenomenon occurs, thereby identifying data patterns (Susanna *et al*., 2017). In this research, descriptive statistics are employed to describe the practices of effective school characteristics within several schools in West Kalimantan.

Table 2. Likert Scale

Mean Scores	Categories
4.00	Very Frequently
3.00-3.99	Frequently
2.00-2.99	Less Frequently
0.00-1.99	Infrequently

Inferential statistics is a data analysis technique commonly employed in quantitative research. It involves the inference and establishment of connections between samples and populations, enabling Wes to make estimations based on samples and generalize those findings as representative of the larger population. According to Sugiyono (2013), Inferential statistic is a statistical method which using the sample data to analyse a population. When estimating the value of a sample, it is crucial to define a parameter using selected variables as estimators. These variables are determined prior to data collection, and the data is then generated using these estimators to produce parameters that are assumed to represent the values of the population based on the sample. In this research, inferential statistics are used to describe the variation (s) of the practiced variables.

Table 3. Coefficient Correlation Interpretation

r count	Interpretation
0.00-0.199	Very Low
0.20-0.399	Low
0.40-0.599	Medium
0.60-0.799	Strong
0.80-1.000	Very Strong

Source: Sugiyono (2010) in (Safitri, W, 2014)

RESULTS AND DISCUSSION

All the data that has been collected through the questionnaire distribution were analysed with descriptive statistics and inferential statistics method which using the correlation test using SPSS 26 Software for windows, then it was found some several variations of Learning Environment, Home-school Partnership, and Learning Organization in the related schools based on their Region of Origin and School levels. Based on the explanation above, inferential statistics in this research are used find out the relationship whether school levels and region of origin affect the practices of those three variables Practices in schools.

The results of the data analysis are served by showing the region of origin from each school, which are 8 different regencies. Each different regency is symbolized with different number from 1 to 8, where 1 for Kapuas Hulu Regency, 2 for Melawi Regency, 3 for Sanggau Regency, 4 for Landak Regency, 5 for Pontianak City, 6 for Kubu Raya Regency, 7 for Mempawah Regency and 8 for Sambas Regency. The data analysis is served by showing the region of origin of the school that varies in its correlation on the Practice of the related variables. As for the School level, each school level is symbolized with different number from 1-3, where 1 is for Elementary, 2 is for Junior School, and 3 is for High School.

Learning Environment

Table 4: Learning Environment based on Region of Origin

	Mean	Std. Deviation	N	r count	Sig. (2-Tailed)
Region of Origin	5.30	2.492	435	0.072	0.133
Variable 1	3.25	.577	435		0.133

**. *. Correlation is significant at the 0.05 level (2-tailed).

On the table of above, it shows that the total respondents are (N) = 435, which mean that the total respondents in are perfectly match without any missing data with the result of data collection. it is found that the Mean of Variable Learning Environment practices as the first variable is 3.25 with standard deviation of 0.577, it means that the practices of Learning Environment in most of the schools are on the scale of *Frequently* (See Table 2). It is also obtained that the Mean value of Region of Origin is 5.30 with the standard deviation of 2.492. Moreover, the result of the two-sided significance test (Sig.2-tailed) value is 0.133, which is compared to the correlation significant level at 0.05. It is found that the significance test value is higher than the correlation significant level, meaning these variables are not significant. In order to prove it, the result of Pearson Correlation (r count) will be compared with the r-table (95%) (dk=n-2=433) and gained r-table= 0.0672. In

comparison of r-count with r table, it is found that the r-count is higher than the r-table (0.072>0.0672), if r count is higher than r table, it means that there is a correlation between these variables. These below are the variation data of Learning Environment practices in each Region of Origins:

Table 5: Mean and Variations based on Region of Origin

Region of Origin	Mean Total	Variation
1	3.25	Frequently
2	3.2	Frequently
3	3	Frequently
4	3.03	Frequently
5	3.15	Frequently
6	3.24	Frequently
7	3.4	Frequently
8	3.27	Frequently

According to the table above, there are no huge differences on the practices of Learning Environment in each region of origin. Every Region of Origin shows great frequency of practices. There is only 1 variation that occurred in Learning Environment Practices based on Region of Origin, which is Frequently.

Table 6: Learning Environment based on School Levels

	Mean	Std. Deviation	N	r count	Sig. (2-Tailed)
School Levels	2.31	.749	435	0.109	0.023
Variable_1	3.25	.577	435		0.023

**. *. Correlation is significant at the 0.05 level (2-tailed).

On the table of above, it shows that the total respondents are (N) = 435, which mean that the total respondents in are perfectly match without any missing data with the result of data collection. It is found that the Mean of Variable Learning Environment practices as the first variable is 3.25 with standard deviation of 0.577, it means that the practices of Learning Environment in most of the schools are on the scale of *Frequently* (See Table 2). Based on School levels, it is found that the Mean value is 2.31 with standard deviation of 0.749. Moreover, the result of two sides significance test (Sig.2-tailed) value is 0.023, which compared to the correlation significant level at 0.05, it is found that the significance test value is lower than the correlation significant level, it means that these variables are significant. In order to prove it, the result of Pearson Correlation (r count) will be compared with the r-table (95%) (dk=n-2=433) and gained r-table= 0.0672. In comparison of r-count with r table, it is found that the r-count is higher than the r-table (0.109>0.0672), if r count is higher than r table, it means that there is a correlation between these variables. These below are the variation of Learning Environment practices in based on School Levels:

Table 7:Mean and Variations based on School Levels

School Levels	Mean	Variation
Elementary School	3.32	Frequently
Junior School	3.31	Frequently
High School	3.18	Frequently

Based on the table above, there is also no huge differences regarding the practice of Learning Environment based on school levels. Each school level shows great response. it is found that there is only 1 variation of Learning Environment Practices based on school levels, which is *Frequently.*

Home-School Partnership

Table 8: Home-School Partnership based on Region of Origins

	Mean	Std. Deviation	N	r count	Sig. (2-Tailed)
Region of Origin	5.30	2.492	435	0.171	0.000
Variable 2	2.791	.551	435		0.000

**. *. Correlation is significant at the 0.05 level (2-tailed).

On the table of above, it shows that the total respondents are (N) = 435, which mean that the total respondents in are perfectly match without any missing data with the result of data collection. it is found that the Mean of Variable Home-School Partnership practices as the second variable is 2.791 with standard deviation of 0.551, it means that the practices of Home-School Partnership in most of the schools are on the scale of *Less Frequently* (See Table 2). It is also obtained that the Mean value of Region of Origin is 5.30 with the standard deviation of 2.492. Moreover, the result of two sides significance test (Sig.2-tailed) value is 0.000, which compared to the correlation significant level at 0.05, it is found that the significance test value is lower than the correlation significant level, it means that these variables are significant. In order to prove it, the result of Pearson Correlation (r count) will be compared with the r-table (95%) (dk=n-2=433) and gained r-table= 0.0672. In comparison of r-count with r table, it is found that the r-count is higher than the r-table (0.171>0.0672), if r count is higher than r table, it means that there is a correlation between these variables. These below are the variation data of Home-School Partnership practices in each Region of Origins:

 DOI: http://dx.doi.org/10.30998/scope.v8i2.20285

Table 9: Mean and Variation based on Region of Origin

Region of Origin	Mean Total	Variation
1	2.49	Less Frequently
2	2.31	Less Frequently
3	2.85	Less Frequently
4	2.71	Less Frequently
5	2.77	Less Frequently
6	2.98	Less Frequently
7	2.975	Less Frequently
8	2.73	Less Frequently

Based to the table above, there are no huge differences on the practices of Home-School Partnership in each region of origin. Every Region of Origin shows similar responses regarding the practices of this variable. There is only 1 variation that occurred in Home-School Partnership Practices based on Region of Origin, which is *Less Frequently*.

Table 10: Home-School Partnership based on School Levels

	Mean	Std. Deviation	N	r count	Sig. (2-Tailed)
School Levels	2.31	.749	435	0.331	0.000
Variable 2	2.791	.551	435		0.000

**. *. Correlation is significant at the 0.05 level (2-tailed).

On the table of above, it shows that the total respondents are (N) = 435, which mean that the total respondents in are perfectly match without any missing data with the result of data collection. it is found that the Mean of Variable Home-School Partnership practices as the second variable is 2.791 with standard deviation of 0.551, it means that the practices of Home-School Partnership in most of the schools are on the scale of *Less Frequently* (See Table 2). It is also obtained that the Mean value of School Levels is 2.31 with the standard deviation of 0.749. Moreover, the result of two sides significance test (Sig.2-tailed) value is 0.000, which compared to the correlation significant level at 0.05, it is found that the significance test value is lower than the correlation significant level, it means that these variables are significant. In order to prove it, the result of Pearson Correlation (r count) will be compared with the r-table (95%) (dk=n-2=433) and gained r-table= 0.0672. In comparison of r-count with r table, it is found that the r-count is higher than the r-table (0.331>0.0672), if r count is higher than r table, it means that there is a correlation between these variables. These below are the variation data of Home-School Partnership practices in each School Levels:

Table 11: Mean and Variation based on School Levels

School Level	Mean	Variation
Elementary School	3.06	Frequently
Junior School	2.92	Less Frequently
High School	2.61	Less Frequently

Based on the table above, it can be seen that there are differences that occurred in the practice of Home-School based on School Levels. In Elementary School, it shows great response where this school level has practiced Home-School Partnership within the scale of *Frequently*. Meanwhile, in Junior and High school level, it shows different responses, where both of this school level practiced the Home-school Partnership within the scale of *Less Frequently*.

Learning Organization

Table 12: Learning Organization Partnership based on Region of Origins

	Mean	Std. Deviation	N	r count	Sig. (2-Tailed)
Region of Origin	5.30	2.492	435	0.182	0.000
Variable 3	3.062	.433	435		0.000

**. *. Correlation is significant at the 0.05 level (2-tailed).

On the table of above, it shows that the total respondents are (N) = 435, which mean that the total respondents in are perfectly match without any missing data with the result of data collection. it is found that the Mean of Variable Learning Organization practices as the third variable is 3.062 with standard deviation of 0.433, it means that the practices of Learning Organization in most of the schools are on the scale of *Frequently* (See Table 2). It is also obtained that the Mean value of Region of Origin is 5.30 with the standard deviation of 2.492. Moreover, the result of two sides significance test (Sig.2-tailed) value is 0.000, which compared to the correlation significant level at 0.05, it is found that the significance test value is lower than the correlation significant level, it means that these variables are significant. In order to prove it, the result of Pearson Correlation (r count) will be compared with the r-table (95%) (dk=n-2=433) and gained r-table= 0.0672. In comparison of r-count with r table, it is found that the r-count is higher than the r-table (0.182>0.0672), if r count is higher than r table, it means that there is a correlation between these variables. These below are the variation data of Learning Organization practices in each Region of Origins:

Table 13: Mean and Variation based on Region of Origin

Region of Origin	Mean Total	Variation
1	2.93	Less Frequently
2	2.828	Less Frequently
3	2.99	Less Frequently
4	2.90	Less Frequently
5	3.06	Frequently
6	3.21	Frequently
7	3.194	Frequently
8	3.07	Frequently

Based on the table above, it can be seen that there are few differences in the practice of Learning Organization as the third variable based on region of origin. there are 2 variations that occurred, these are *Less Frequently* and *Frequently*. The variation of *Less Frequently* occurred in half of the region of origin and the rest of it are on the scale of *Frequently*.

Table 14: Learning Organization based on School Levels

	Mean	Std. Deviation	N	r count	Sig. (2-Tailed)
School Levels	2.31	.749	435	0.110	0.021
Variable 3	3.062	.433	435		0.021

**. *. Correlation is significant at the 0.05 level (2-tailed).

On the table of above, it shows that the total respondents are (N) = 435, which mean that the total respondents in are perfectly match without any missing data with the result of data collection. it is found that the Mean of Variable Learning Organization practices as the third variable is 3.062 with standard deviation of 0.433, it means that the practices of Learning Organization in most of the schools are on the scale of *Frequently* (See Table 2). It is also obtained that the Mean value of School Levels is 2.31 with the standard deviation of 0.749. Moreover, the result of two sides significance test (Sig.2-tailed) value is 0.021, which compared to the correlation significant level at 0.05, it is found that the significance test value is lower than the correlation significant level, it means that these variables are significant. In order to prove it, the result of Pearson Correlation (r count) will be compared with the r-table (95%) (dk=n-2=433) and gained r-table= 0.0672. In comparison of r-count with r table, it is found that the r-count is higher than the r-table (0.110>0.0672), if r count is higher than r table, it means that there is a correlation between these variables. These below are the variation data of Home-School Partnership practices in each School Levels:

Table 15: Mean and Variation based on School Levels

School Level	Mean	Variation
Elementary School	3.08	Frequently
Junior School	3.14	Frequently
High School	2.97	Less Frequently

Based on the table above, it can be seen that there are differences that occurred in the practice of Home-School based on School Levels. In Elementary School and Junior School, it shows great responses, where both of these school levels are practicing the Learning Organization variable on the scale of *Frequently*. Meanwhile, there is a difference in High School, where the practice of Learning Organization in this school level is on the scale of *Less Frequently.*

We concluded that the intensity of Learning Environment practices in 26 schools across 8 regencies of West Kalimantan can be classified as Frequently. This finding aligns with the Effective School Characteristics theory by Sammons, Hillman, and Mortimore (1995), which emphasizes the importance of a conducive learning environment for school effectiveness. Similar results were reported by Susanti et al. (2020), who found that a positive learning environment enhances students' motivation and learning outcomes. The consistency of these findings across different studies suggests that a favorable learning environment is a critical factor in achieving school effectiveness.

However, the study also revealed that Home-School Partnership practices were less frequently implemented, which contrasts with the findings of Sapungan and Sapungan (2014), who reported higher levels of parental involvement in other contexts. This discrepancy might be due to cultural differences or varying levels of parental engagement in different regions. Further research is needed to explore these variations and identify strategies to enhance Home-School Partnerships in West Kalimantan.

Additionally, the frequent implementation of Learning Organization practices supports the notion that professional development and collaboration among staff are essential for school effectiveness, as highlighted by Nurkolis and Sulisworo (2018). The present study adds to the existing literature by providing empirical evidence from a less-studied region, thereby enriching the understanding of effective school practices in diverse educational contexts. It is suggested that these schools may achieve effectiveness in their educational outcomes because a favorable learning environment plays a crucial role in facilitating effective schooling. This finding aligns with previous research conducted by Susanti *et al*., (2020), which revealed that a conducive, supportive, and positive learning environment enhances students' motivation and has a positive impact on their learning outcomes,

DOI: http://dx.doi.org/10.30998/scope.v8i2.20285

contributing to school effectiveness. Another research conducted by (Nurkolis & Sulisworo, 2018) also supports this notion, emphasizing the importance of a conducive learning environment in enabling effective schooling. Such an environment ensures that students receive adequate support during their learning activities and experience comfortable classroom conditions, as a healthy learning environment positively influences students' outcomes.

The second variable under consideration in this research is Home-School Partnership, which was assessed using the same data collection tool and analysis technique as the first variable. The data pertaining to this variable were obtained from 26 schools located in 8 regencies of West Kalimantan, which are relevant to the research context. Upon analyzing the collected data, it was determined that the Home-School Partnership practices in the participating schools were predominantly categorized as Less Frequently. This finding suggests that a majority of the schools had limited engagement in Home-School Partnership activities, which diminishes their potential to achieve school effectiveness. Recognized as an essential characteristic of effective schools, Home-School Partnership has a significant role to play, as evidenced by previous research conducted by Sapungan & Sapungan, (2014) This research emphasized the positive impact of parental involvement on students' academic success, motivation, and overall outcomes.

The third variable examined in this research is Learning Organization, which is recognized as one of the key characteristics of effective schools according to Sammons *et. al.*, (1995). Similar to the first and second variables, the third variable was assessed using the same data collection tool, technique, and analysis method. Data were collected from 26 schools located in 8 regencies of West Kalimantan and analyzed using Descriptive Statistics. The analysis revealed that a significant number of the participating schools demonstrated a high level of intensity in practicing the Learning Organization variable, indicating a frequent occurrence of such practices. This outcome signifies that the majority of the schools have effectively implemented the Learning Organization approach, which is considered a key characteristic of effective schools. This finding aligns with the findings of a previous research conducted by Nurkolis & Sulisworo, (2018), which highlighted the importance of developing teachers' and staff's professionalism to achieve school effectiveness. Enhancing professionalism among school staff members enables them to gain a deeper understanding of their roles and responsibilities, ultimately contributing to school effectiveness.

After conducting the data analysis, the We identified that the most prevalent variation observed was classified as Frequently. In terms of the Learning Environment variable, this variation was evident across all regions of origin and school levels. However, in the case of Home-School Partnership, this variation was not observed across all regions of origin but was only present at School Level (1). In the context of Learning Organization, this variation occurred in approximately half of the regions of origin, including Pontianak City (5), Kubu Raya Regency (6), Mempawah Regency (7), and Sambas Regency (8). Additionally, this variation was found at School Level (1) and School Level (2).

The second observed variation was classified as Less Frequently. In relation to the Learning Environment variable, this particular variation did not occur in any of the regions of origin or school levels, as indicated by the mean data being consistently higher than the scale of Less Frequently, as previously explained. However, concerning Home-School Partnership, this variation was present in all regions of origin and two school levels, specifically School Level (2) and School Level (3). In terms of the Learning Organization variable, this variation was observed in four regions of origin, namely Kapuas Hulu Regency (1), Melawi Regency (2), Sanggau Regency (3), and Landak Regency (4). Furthermore, this variation was identified at School Level (3) within the school level category, based on the data analysis conducted by the We.

Based on Region of Origin, either Learning Environment, Home-School Partnership, and Learning Organization, the practices of these variables were having differences even in the same Region of Origin. For instance, in Sambas Regency (1), Pontianak City (2), Kubu Raya (3), and Landak (4), the practice of Home-School Partnership and Learning Organization were on the scale of Less Frequently, and Learning Environment were on the scale of Frequently. Meanwhile, in Melawi (5), Sanggau (6), Kapuas Hulu (7), and Mempawah (7), the practice of Learning Environment and Learning Organization were on the scale of Frequently, and the practice oh Home-School Partnership were on the scale of Less Frequently. We conclude that the practices of the related variables were still having variation despite in the same region of origin.

Based on School Levels, the practices of Learning Environment and Learning Organization were having the same variation. Meanwhile, the practices of Home-School Partnership were still varied even in the same school levels. For example, in School Level (1), the practices of Learning Environment, Home-School Partnership and Learning Organization were on the scale of Frequently. On the other side, in School Level (2), the practice of Learning Environment and Home-school partnership were on the scale of Less Frequently and Learning Organization on the scale of Frequently. In School Level (3), the practices of each Learning Environment, Home-School Partnership and Learning Organization were on the scale of Less

Frequently, which only have 1 variation. Thus, We conclude that in School Level (1) and (3) only having 1 variation. Meanwhile in School Level (2), there were 2 variations at occurred at most, Less Frequently and Frequently.

CONCLUSION

Based on the results and discussions, We conclude that the practice of Learning Environment and Learning Organization were already great, where those two variable practices already reach the scale of Frequently, it means that most of the schools have had practice this variable at the school and fulfilled the key characteristics of effective school. Meanwhile, the practice of Home-School Partnership was still on the scale of Less Frequently, which mean that most of the school were still not yet fulfilled the practice of Home-School characteristics as part of the effective school characteristics.

We also found out that the variations that came up the most was Frequently and Less Frequently. This variation occurred in all variables. Based on Region of Origin, either Learning Environment, Home-School Partnership, and Learning Organization, from the results, We conclude that the practices of the related variables were still having variations despite in the same region of origin. Based on School Levels, the practices of Learning Environment and Learning Organization were having the same variation. Meanwhile, the practices of Home-School Partnership were still varied even in the same school levels.

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