



The use of conventional communication technology as an effective principal leadership strategy in strengthening the role of multi-stakeholder's forum for school quality improvement

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Abstract: This study aims to describe the use of conventional communication technology as an effective leadership strategy carried out by principals at one-roof school in remote areas of Indonesia in accordance with the problems met and the local wisdom developed in the area. The study was conducted qualitatively with a multi-site approach. Data were obtained through unstructured interviews with principals, teachers, supervisors, community leaders, education offices. All information was tested for credibility and validity in triangulation through various Forum Group Discussion. The results obtained include 1) there are three dominant problems in the remote schools, namely historical, cultural, and demographical complexities, 2) the success of the principal is influenced by the expertise of the principal in utilizing conventional communication technology in the form of direct face-to-face communication, and 3) the use of face-to-face conventional communication technology as a leadership strategy applied by principals can increase the role of multi-stakeholders in enhancing school quality.

Keywords: Face-to-face conventional communication technology, leadership strategy, multi-stakeholders' forum, one-roof schools, remote area

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INTRODUCTION

A principal is a major factor in the education quality process in schools (Gibson, 2014; Pan, Nyeu, & Chen, 2015; Urick, 2016). Later, this quality education leads to high-quality learning services (Hung, Lim, & Lee, 2014; King et al., 2015). As a result, it will certainly produce professional graduates. The output of quality education is characterized by the ability of human resources to optimize their overall domain in real-life conditions (Juharyanto, Sultoni, Arifin, I., Nurabadi, 2019; Lumpkin, 2014; Ribbins & Sherratt, 2012).

The success of the principal is determined by a high leadership spirit (Arifin, 2018; Bafadal, Juharyanto, Nurabadi, & Gunawan, 2019; Juharyanto, Yusuf Sobri, & Nurabadi, 2019). It is also believed that the role of the principal is significant for improving school quality. The principal can act as a school quality developer. However, the principal can also be a destroyer of the existence of the school itself (Mbokazi, 2015; Tamrat Atsebeha, 2016). The high awareness of principals about their roles and functions will spur them to work hard to find various innovative solutions in advancing schools, including one roof junior high schools in remote areas.

One Roof Junior Secondary School is a junior high school that is held integrated in an elementary school building (Wulandari2, 2018; Yuliastuti, Syukri, & Martono, 2016). Until now, the number of One-roof schools (abbreviated by ORS) in Indonesia is around 5,000 units (Hazliansyah, 2016). The establishment of one-roof schools, aside from being based on efficient

education funding policies, is also mobilized by the inaccessibility of secondary schools by elementary school graduates, both for geographical, economic, and even cultural reasons (Tveit, Cameron, & Kovač, 2014). In Indonesia, the existence of a ORS has a very strategic role in the implementation of policies on nine-year basic education (access) as well as improving the quality of human resources. ORS is the government's strategic answer in catching up in the field of human resource development towards increasing the overall resource quality index (HDI), which until now is still ranked 116 out of 189 countries in the world (UNDP, 2018).

The continuity of ORS meets many problems. Common problems met by these schools include 1) the absence of specialized teachers by most ORS, 2) most of the ORS teachers are teachers in the Primary School where the ORS was established, which does not yet have the equivalent performance worth of the SMP, 3) headmaster positions that apply two different management and leadership characteristics, 4) the low morale and financial support from parents, and 5) low learning awareness, and many more (Juharyanto, Sul-toni, Arifin, I., Nurabadi, 2019; Wijayanti, 2011; Yuliastuti et al., 2016).

Being a school principal in a remote area is difficult. Remote areas are communities that are isolated from various information about more advanced civilizations. They are a closed community and difficult to develop (Findlay, 2003). Even though technological devices have begun to reach the younger generation in the area, their utilization is still more in entertainment, games, and short messages, not in the aspect of future technology-based self-development needs (Zakub, Widodo, & Setiawan, 2018). The existence of these technologies even leads them into partial thinking about the meaning of life that forms their mindset about right-wrong, positive-negative, progress-deterioration, lifestyle needs, and others. The background of education that is still low in majority turns out to determine the low maturity of positive thinking significantly, especially on the impact of technological tools that seem to be the basic needs of rural youth today (Arnold, Newman, Gaddy, & Dean, 2005; Findlay, 2003; Schrag, 2016). They are middle age teenagers, with a low understanding, but have the potential to determine the future of their society. In such conditions, the role of the school becomes complicated, and for whatever complexity it is, the principal still has to act as a change agent for the lives of the broader community through school institutions (Cherian, F. & Daniel, Y., 2008; Fullan, 2014; Juharyanto, 2017; Triwiyanto, T., Kusumaningrum, D.E., Juharyanto, 2017).

The principal opportunity to get community support for advancing ORS is to raise public awareness that schools are essential for a community (Bowe, Ball, & Gold, 2017; Dove, Fagerlind, & Saha, 1985). The principal has a great opportunity in the form of respected community leaders, who, by using certain approaches, will strengthen the existence of the principal and the school itself (Agbaria, 2015; Banks, 1997; Tilaar, 2000). The principal should act in accordance with the demands of local characteristics so that the presence is acceptable, the attendance is expected, all ideas are facilitated, and finally, school programs can be supported and implemented.

The existence of multi-stakeholders needs to be the major concern of the school principal. The principal must realize that all members of the community must have the best aspirations for their children as potential citizens of the future of the community itself (Schneider & Buckley, 2002). Approaching the community with the best variety of strategies, becoming a powerful force in supporting the realization of the quality of education and teaching services in schools to the maximum, is the most important task of the principal. The best strategy will be well received, especially if it comes into contact with local wisdom so that the community is highly committed to playing its roles as well as possible. Such a strategy is to establish intensive communication with multistakeholders.

Experts and researchers agree that communication plays an essential role in the success of organizational programs (Hallahan, 2005; Prokopiadou, 2012; Tyler & Ed, 2016). Effective communication ensures the absence of misunderstanding between the two parties involved (Korkut, Dolmaci, & Karaca, 2018). Therefore, the identification of various elements that have the potential to cause miscommunication needs to be done before communication is carried out. Several other studies have found that oral communication is the most effective communication (Cakir & Cetin, 2013; Özdemir, Tozlu, Şen, & Ateşoğlu, 2016). Meanwhile, Pea et al. found that

effective communication would occur if a merger was made between verbal communication and the use of technology media (Fox & Longart, 2016; Pea et al., 2012).

The successful development of remote communities with their complex problems and strong trust in local traditions is largely determined by no distance communication. Communication is not only an activity to convey information but also about friendship, building awareness and understanding, negotiations, and agreements to support school programs. Thus, this study sheds light on the principal's physical presence in the community that is still expected and maintained by remote communities. Description of face-to-face communication, physical communication, face-to-face, with strong messages integrated into the expression, movement, intonation, emotional clues and its effect on the success of the principal leadership in building community involvement in school programs, is the main concern of this present study and is a new finding that needs to be developed and strengthened.

METHOD

This study aimed to describe the use of conventional face-to-face communication technology as a strategy for the leadership of principals in strengthening the role of multi-stakeholder forums to improve school quality in ORS based in a remote area in Indonesia.

The initial idea of this research came from a variety of information about the management of ORS in remote areas developed by school principals through various strategies, both from education service officials, supervisors, teachers, principals, and the community. Management of ORS are divided into four categories such as 1) management of failed ORS, 2) management of ORS that are successful through pure management by one school principal and internal school team, 3) management of ORS that have been successfully carried out by two principals (each of elementary and junior high schools), and 4) the management of ORS that have succeeded very well and had the potential for sustainability because they are supported by the roles and functions of stakeholders. All four categories have taken the same approach from the beginning, which involved the roles and functions of stakeholders as a form of mediation in developing the quality of ORS.

The fourth category is interesting to be explored naturally and academically through the following assumptions, 1) government intervention does not have the same effect on success. Such conditions are very dependent on the strength and seriousness of the principal in applying his innovative leadership strategy as a school leader, 2) the involvement of the roles and functions of stakeholders cannot be easily obtained but must be done with a variety of strategies, especially the strategy of communicating with the local community through certain approaches that can be accepted by the local community, 3) the acceptance of the principal of a ORS requires certain characteristics that must be accepted and carried out by the principal, and these requirements can only be fulfilled and carried out by certain principals.

This research was based on authentic phenomena through a variety of problems, and these considerations are traced naturalistically, through unstructured in-depth interviews, non-participation-observation, and document review, including community forum meetings (Multistakeholders Forum). The findings were then verified through Forum Group Discussion (FGD) in the Multistakeholders Forum ORS activity. Further analysis of the findings was also conducted through various discussions with lecturers and colleagues at the State University of Malang, Indonesia, who did have expertise in the field of schooling. The results of the verification of these findings are then explored academically using a review of previous studies. On a whole, four school principals from ORS participated in this study. All of the information was from FGD, where 53 teachers, three school supervisors, school committees, and community forum teams from 4 different schools were involved.

For data validity, analysis of reduction, presentation, verification, and conclusion was used. In addition, the validity of the data is also proven by credibility screening through continuous involvement of various activities carried out by the principal in Multistakeholders Forum activities, observations of various performances in the activity, member-checking process, and verification from colleagues. Furthermore, the dependability test was carried out

through a data audit process in the field, and confirmability was done by looking at the relationship between the data obtained, information received, and interpretations found.

RESULTS and DISCUSSION

School Dominant Problems in Remote Areas

ORS were established as a solution to the low access to compulsory 9-year basic education, especially in remote areas. There are several dominant problems meet by ORS. The prevailing problem relates to the historical, economic, cultural, and demographic aspects. All of the problems were stated explicitly and implicitly in this information:

The Head of the Mamuju Regency Education Office, West Sulawesi stated that:

We and friends meet difficulties in improving the quality of education here because of geographical obstacles. Some suburban schools are over 80 kilometers away, with unstable infrastructure to pass. Not to mention public awareness is difficult to be invited forward. We realize that they are not economically safe. Their children are better invited to help parents working for the family's economy. Many parents go to work outside the island, so there is no one to direct their children. Technology access is also not evenly distributed, so invitations to coordination are difficult to accept at the same time. Most school principals know that there is an invitation after they come down (return to their homes). Some of them even stay at school for six days. Difficult, indeed. I think the principal also experience these things.

Meanwhile, Pak Fulan (pseudonym) the head of the elementary school in Sempol District, Bondowoso East Java, stated that:

My main problem as a principal was the impression from the community that most new principals (I) did not differ from the previous school principal. Yes ... just like that, and it must be problematic. So they associate it with the failure of the previous principal. Finally, I racked my brain, what could I do so I could convince the public that I was not the same as the previous headmaster, and wanted to show that I committed to progressing and advancing the school. Especially as you know that the condition of the people here is poor, many children are asked to work on plantations, and no school is taken care of, people prefer to send their children to Islamic boarding schools, sometimes they have not even graduated from elementary school, they have to get married, mountainous areas are difficult to be accessed, internet networks are often unstable. I don't know whether or not the service has tried to do this. Duh ..., heavy thinking. But what I know is that the people here are very subject to certain community leaders. Well ..., from there I started to have a brighter thought, I think that's the key, the entrance. Moreover, the Madurese like this still holds strong the teachings of "Bheppak-Bhebbuk-Guru-Ratoh" (Madurese expression that the key figures should be honored). Yes ... it seems still in their heart here. I will continue to communicate with these figures first.

Similar to Mr. Fulan, Mr. Anton (pseudonym), one of the primary school principals in the Polewali Mandar subdistrict of West Sulawesi, contended that:

Well ... you and the team arrived at my school by tiring land and sea. That's how we are every day, Sir. We have to rent a boat, go and back every day. This school is far from city access, and communication is often disrupted, so a lot of information that we cannot receive quickly. Then ... like this, sir. I am the new headmaster here. Just more than a year. First I entered here, the community seemed not to accept because I was considered the same as the previous principal, had problems. Many problems. Starting from his rare

attendance to school (maybe because of access), not involved in the community and funding problems. Especially with regard to funds, sir. This is difficult here. There are customary rules here that if there is a costly development in schools, then the cost is doubled or 200 percent. 100 percent for programs in school development, another 100 percent for society tradition. Heavy, sir. Even though my presence was finally accepted, but yes, for the issue of tradition fund, we could not (solve it). Whose money is that, sir? I have already conveyed it to the office, but the department also cannot do anything, yes ... because it is an agreement or customary rules. People here are also difficult to get forward. Lack of education awareness. They invite children to work to help the family. Here also, the people are still nomadic. Yes ... if there is no opportunity here that provides economic income, they and their families will move to another place, another island to work. If there is no work, they come back again. That is ... go and back. Administrative work is also disturbed.

Pak Bun (pseudonym) the head of Satap Junior High School in Mamuju District, also stated that:

Here this is a community place "if you come to a place, look at the banyan tree". When we are assigned to a new place, the first thing we need to do is look for community leaders and establish good communication with them, and then everything will be OK. Besides that, I also know that the economy of the people here is also underrated. Teachers are also very lacking. Well ... I combine, I invite people who provide assistance to teachers here, although it is difficult to find teachers with a diploma. Whatever we do, from no teacher. The important thing is to teach. There's a little respect for them, yes ... enough ... help each other. Who knows, they might get a chance to meet as civil servants. Access roads are not too difficult here. But internet access is very difficult. But I am proud of face to face communication from the start, and our schools now have many students, ordinary schools lose a lot. Yes ... friendship. Communication. That's so.

Historical aspects of previous leadership

In some remote regions, leadership test cases often occur, in which the community does not directly believe in the presence of a new headmaster. The roles carried out by the previous principal, behavior, and proximity to the community and their persistence and success in guiding education and society as a whole contribute to the level of acceptance of the new principal as the next leader (Coelho & Menezes, 2019; Filiz Meşeci Giorgetti, 2019). In fact, certain communities have had performance standards as a prerequisite that must be understood, owned, and carried out by school principals to be accepted and supported by the local community.

These problems often take up the time, mind, and energy of the principals, teachers, and staff more than they are concerned with improving and developing school quality. In such circumstances, leadership failures experienced by principals often obtain understanding from various parties. However, some principals have managed to get out of the problem quickly, and turning it into a challenge and opportunity for success in improving and developing school quality and even the school community as a whole (Postiglione, Jiao, & Xiaoliang, 2012; Triwiyanto, Kusumaningrum, Juharyanto, 2017). The failure of the principal's leadership is sometimes not caused by the many problems met, but their inability to deal with these problems as a fact, which can be a good opportunity to manage the problem appropriately, especially for the improvement and development of school quality.

Cultural Aspect

The ORS meets the following problems, including 1) the stigma about public schools is no more important than religious-based schools, such as madrasa educational institutions, *surau*, Islamic boarding schools, or other religious education providers, 2) there is still a

marriage at the age of children, especially girls. The parents were confused, even as if they were embarrassed when none of their daughters asked for their hand at the age of 12-15 years. They assume that their child is not “well sold” and “tends to expire.” In such circumstances, parents will transfer their children to boarding schools, precisely when they are still in high school, or even when they are in the lower classes. These efforts are considered as an effective way to increase their social status and are believed to have an impact on the increase in bargaining value of their daughters in the eyes of the public, 3) public schools are still considered as institutions that hinder the transformation of the values and norms that apply in the place. Public education is stigmatized as a particular educational institution that tends to equip children with the values of freedom of expression, freedom of expression, and critical ability towards an order that is considered established, and 4) remote communities have a high culture of shock. Technology that is already in the grip is not commensurate with the quality of education of rural children. The variety of information and external cultural values can freely and massively influence the children's thinking and behavior. This situation is considered very dangerous for the continuity of local culture. Therefore, religious education is the first and first choice that is considered the most effective.

The issue of culture, especially in remote areas in Indonesia, is a problem that continues to emerge and is difficult to avoid (Geertz, 1984; Tsuchiya, 2017). Community culture is deliberately created and agreed to be implemented together. The reluctance to implement cultural products is a violation that deserves to be sanctioned (Kaplan & Owings, 2013; Natallia Yakavets, 2016). Community confidence in the local culture can be seen from two different aspects. First, a culture that is believed by a community can be a barrier to a more positive change. Changes that occur in the outside world are often considered as a threat by the local community. The community thinks that the presence of technology and information products will destroy the elements of local culture that have survived and are considered to have contributed significantly to the safety and comfort of the community. As a result, it is not easy for others, including new school principals, to be able to enter it and intervene in changing stigma on the local culture, which is considered less relevant (Arifin, Juharyanto, Mustiningsih, & Taufiq, 2018).

On the other hand, cultural aspects can be the most effective entrance to a positive change through the negotiation of cultural values slowly. The success of newcomers, including school principals, is substantially supported by their strong understanding of local culture through careful identification of certain values, and making them the main basis for negotiating with the community (Jablonski, 2013; Kaplan & Owings, 2013). Principals are required to have conscious cultural power and creatively formulate strategies to be able to enter them easily so that their presence can be accepted, and be able to invite people to move to better conditions.

Geographical Aspect

The location with the background of mountainous and hilly areas accompanied by inadequate infrastructure and the distance of access between remote communities is a barrier to obtaining an education. The situation is also based on the location of residential areas that are far from the location of the education. This will become more difficult in the rainy seasons, where school activities are very dependent on weather conditions and rain activities that affect geographical conditions making it increasingly impossible to travel to school safely and comfortably.

One of the biggest issues of education in Indonesia is access to education due to geographical factors. As an archipelago with 17 thousand large and small islands, access to education is still not evenly distributed inland (Juharyanto, Sultoni, Arifin, Nurabadi, 2019; Musyaddad, 2013). Therefore, the only way to do this is to open a ORS. ORS is a government policy that aims to reduce the problem of access to education services. In general, in remote areas, the issue of education is still on the theme of accessibility to education, not the quality (Šilhánková & Mašťálka, 2013). As a result, the quality of education and communities in remote areas tends to be very low (Suryana, 2009).

Geographical problems, not only problems for students but teachers and principals. Difficult access to transportation and inadequate infrastructure results in the lack of discipline of educators' attendance to school on time. Therefore, the government policy regarding the assignment of educators on the principle of "returning to the village" is a very strategic alternative, although it is still not running effectively.

The Use of Conventional Communication Technology in Strengthening the Role of Multi-stakeholders Forum

Technology is a simple and applicable tool that can be used to facilitate and facilitate the achievement of a program. The use of conventional communication technology by school principals is done through direct face-to-face meetings with community leaders in stages. These community leaders are grouped into two categories, namely the major and supporting figures. The major figures are village government figures, religious leaders, and traditional leaders. Supporting figures include entrepreneurs, sub-district government heads, and youth forum leaders. On the basis of these classifications, the principal conducts face-to-face communication in stages as well, from the main character to the supporting figures.

Direct face-to-face communication played by the principal, was mainly carried out at the beginning of their appointment as principals in the local community. Communication with direct face-to-face is carried out not only to establish and capture information and convey messages of ordinary change but, at the same time, to make personal closeness and achieve personal support. Personal support, especially from the main figures, is a strategic starting point in gaining further community support.

Face-to-face communication directly becomes an effective medium in carrying out leadership roles by the principal, for several reasons, including 1) as an information medium that is inherent in traditional values that are still recognized and carried out, 2) have high message effectiveness, especially if delivered by certain credible figures, 3) the strategy does not only contain the message "convey the message," but at the same time verification and message validation, so that it has a high level of trust, and 4) this strategy is to lead others to understand, invite, strengthen and be involved in carrying out and forward information to other parties.

The Principal of the ORS who realizes himself as a person with low leadership capabilities but has a high awareness of the strength of local traditions can achieve high success in finding and obtaining community support to realize the ideals and achievements of the school program. The principal is aware that the community has a high role in achieving school goals. The face-to-face communication strategy is immediately proven to be a way out that must be done to obtain community support as much as possible before the strengthening of their roles is truly strengthened for the benefit of the school.

The effectiveness of the principal's leadership can be seen from how high the quality of involvement of each individual is in supporting the success of the school program (Schrag, 2016). Leadership effectiveness is also strongly supported by personal performance in stimulating the emergence of individual trusts involved in school organizations (Grankvist & Kajonius, 2015; Wang, Gurr, & Drysdale, 2013). These personal aspects do not stand alone but are integrated with the values that develop in the local community, where the principal is in charge. The leadership role of the principal will be effective if they appear as individuals who represent the interests of the community as a whole. From here then community support grows and can be strengthened through strategic interactions with strategic figures by utilizing superior strategies, namely the use of face-to-face communication technology. Effective leadership often occurs not because of academic factors, but rather someone's personality factor. The success of the school is also often supported by political competence because the existence of the principal needs supports from the community (Hopkins & Harris, 1997). The combination of the personality and politics of the principal with the personality of the community leaders will produce very high strength in improving and developing the ORS. Remote villagers need more leaders who have high personality qualities than other aspects reflected in the principal's communication both verbally, non-verbally, gestural, and textural. These two competencies are the main key drivers of the strategy for using face-to-face

communication technology that strengthens the success of the principal's communication in the midst of remote communities to jointly support their policies to improve school quality.

Direct face to face communication technology is not ordinary communication as is done in daily face-to-face talks. Direct face-to-face communication technology is "unusual" communication, which is only used for interests that are loaded with strategic values and meanings (Cakir & Cetin, 2013; Martin, 2017). The technology of direct face-to-face communication technology not only forwards information from one person to another, but contains several values, and they are valuative, reconstructive, and propaganda. All information submitted is not taken for granted, but it is examined further and more in the level of its truth, discussed, believed to be true, and disseminated through certain additional values that can increase the strength of information to be accepted by others easily and evocatively. The effectiveness of the use of face-to-face communication technology becomes increasingly quality if it involves the main figures as media (Banks, 2007; Findlay, 2003). Whatever program the principal wants, if supported by the main community leaders, will work well.

Developing the Role of Multistakeholders Forum in Improving the Quality of ORS

The topics discussed in each conventional communication face to face directly revolve around things: the character of the local community, community expectations of the school, and the reciprocal role that can be played by the school and the community. The communication is carried out to obtain more information about the characteristics, trends, and needs of the school's role, as well as the role of the school and the community.

The understanding and commitment that has been formed, followed by conducting a wider and more comprehensive gathering through a strategy of using face-to-face communication technology carried out informally based on local culture together with the principal. After the understanding and commitment were established, it was continued to arrange a joint meeting schedule to share information, discuss the fulfillment of community expectations and ORS, and share the role in solving each ORS problem according to their respective fields or clusters in the Multistakeholders Forum.

Through the use of conventional face-to-face communication technology, which is supported by the fulfillment of community character standards by the principal, it has been able to successfully establish high commitment through sharing their respective roles in increasing community support for the school. The attendance of students is increasing, the school environment is clean and healthy, the availability of school food and drinks is also getting healthier, children's learning activities are getting better controlled, additional school income is increasing as a result of community-managed school environments, and of course the quality of academic achievement and non-academic increases over time.

As explained earlier, the involvement of stakeholders in certain forums (Multistakeholders Forum) organized by schools contributes significantly to the effectiveness and efficiency of school program achievements (Tulder, 2011). The multi-stakeholder discussion and negotiation activities are very effective in determining the direction of organizational policy in a systemic and complex manner, as is the complexity of the resources incorporated in the group (Juharyanto, Sultoni, Arifin, Nurabadi, 2019). The important role of the involvement of Multistakeholders Forum, which is so high for the success of the school, needs to be supported and strengthened in the form of further programmatically well-organized forums (Tulder, 2011). However, the principal is not the only person responsible for the future of the school but needs support from various parties so that the school's ideals can be maximally achieved. Thus, involving the role of Multistakeholders Forum is not just the involvement of certain people without selection and recommendations. Selection and recommendations need to be done on the basis of input and suggestions from the main characters. Involving leaders means giving trust to certain people who are trusted to select and recommend other important figures who have a certain level of feasibility in accordance with the expectations of the principal as communicated beforehand. Involving stakeholders is also done to provide debriefing or information related to school development so that the participants provided remains relevant to the interests of the school and the community around the school. In short, the involvement of

stakeholders also means efforts to strengthen stakeholders in order to strengthen school programs (Hopkins & Harris, 1997).

Therefore, important principles that need to be considered by principals in strengthening Multistakeholders Forum include legitimacy, dialogue participation, effectiveness and efficiency (Juharyanto, Sultoni, Arifin, Nurabadi, 2019), and continuous strengthening of HR stakeholders (Huntjens, Lebel, & Furze, 2015; Warner, 2007). The goal is that the interaction of schools and communities takes place with quality to produce quality goals.

CONCLUSION

This research produced several important conclusions, especially in coloring the treasures of new knowledge relating to the selection of effective leadership strategies based on local wisdom, they are: there are three dominant problems meet by ORS principals in remote areas, they are: historical, cultural, and geographical; the success of the principal is influenced by the principal's capability and skill in utilizing conventional communication technology in the form of direct face-to-face communication; the school principal's capability and skill in utilizing conventional face-to-face communication technology can increase community participation to jointly advance school quality.

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