Induction Model with Self Reflection Based Mentoring Module for Beginning School Principals

Ahmad Yusuf Sobri
Department of Educational Administration
State University of Malang, Indonesia
ahmad.yusuf.fip@um.ac.id

Ahmad Nurabadi
Department of Educational Administration
State University of Malang, Indonesia
ahmad.nurabadi.fip@um.ac.id

Ibrahim Bafadal
Department of Educational Administration
State University of Malang, Indonesia
ibrahim.bafadal.fip@um.ac.id

Juharyanto
Department of Educational Administration
State University of Malang, Indonesia
juharyanto.fip@um.ac.id

Abstract: Principals must have personal, social, and professional competencies as learning leaders. Preparing of primary school principals is not easy, moreover lately the selection of novice principals is used as "political commodity". so that a set of effective induction programs is needed for beginning principals in the form of a set of reflection-based self-mentoring modules that can be used by them to improve their competence independently, in order they can quickly and effectively display good personality as principal, interact with social environment of the new school; and start its performance as an effective learning leader. The purpose of this study is to develop self-reflection-based mentoring modules that can be used by novice principals to improve their personal, social, and professional competencies so that they can quickly and effectively demonstrate good personality, enter the social environment. The research used Research and development methods. Data was collected by using closed and open questionnaires. Quantitative data analysis was done through tendency central descriptive statistics, while qualitative data was analysed through content analysis. The first module is called the visionary leadership module, which consists of: (1) competence in formulating school vision; (2) competence in formulating the school's mission to be carried out by the school; (3) competence in formulating school goals; (4) competence in formulating school targets; and (5) competence in developing excellent school programs that are very visionary. The second module is called the strategic leadership module, the module covers: (1) competency in analyzing the school environment: (2) competence in formulating strategic; (3) competence in implementing superior programs; and (4) competence in evaluating strategies.

Keywords: induction, mentoring module, self-reflection, begenning principal

I. INTRODUCTION

Effective schools are schools that are oriented towards the achievement of learning objectives, both academic and non-academic [1]. Effective schools also emphasize the process of continuous improvement in order to bring students to maximum achievement [2]. Still according to Reynolds (2007), that effective schools characteristics as follows: "school ethos; effective classroom management; high teacher expectations; teachers as positive role models; positive feedback and treatment of students; good working conditions for staff and students; students responsibility; shared staff-student activities".

Edmonds (1986) mentions five characteristics of effective schools: (1) leadership and attention of principals to the quality of teaching; (2) a deep understanding of teaching, (3) a comfortable and orderly climate for teaching and learning to take place, (4) hope that all students will at least master certain knowledge, and (5) student assessment based on the results of measuring student learning outcomes. The opinions and characteristics that effective school emphasize achievement in the field of (academic) learning.

Effective schools have five important characteristics, namely: (1) strong leadership; (2) emphasis on achieving basic abilities; (3) the existence of a comfortable environment; (4) high expectations for student achievement; (5) and regular assessments

of programs made by students [4]. The principal basically is a teacher, who, in consideration of the feasibility of his leadership and managerial competencies, is given an additional position as principal (Permendiknas Number 28 of 2010).

Thus, the main task of the principal is as a leader who truly focuses on strengthening school achievement. Effective schools are determined by the effectiveness of the role of the principal as a learning leader. As learning leaders, principals always try to focus on efforts to improve the quality of learning [5], because after all, the quality of schools is largely determined by the quality of the learning process it. The principal then must be truly "instruction oriented", by emphasizing his task on the main aspects of learning support.

Meanwhile, Lunenburg (2011) stated that: "The principal primary responsibility is to promote the learning and success of all students, school principals can accomplish this goal by focusing on learning; encouraging collaboration; analyzing results; providing support; and aligning curriculum, instruction, and assessment. There is no doubt that the principal task of the school principal is to strengthen all aspects of the school in order to foster maximum creativity and innovation in order to achieve maximum learning goals. The task can only be carried out if the principal has adequate competence in accordance with his duties as a learning leader.

However, not all school principals who have been appointed been able to carry out their tasks well, smooth, and without constraints, especially new principals, or even more principals who have been appointed without having a school background. The principal is appointed through clear and structured stages, as regulated in Ministerial Regulation number 13 of 2007. Teachers who get additional assignments as principals have basically been deemed eligible to become principals. From the point of view of school competence, they are people who have the capability to fulfill their duties as principals.

Academically, the certificate of the principal becomes tangible evidence that academically guarantees this capability. There is no more doubt about the potential failure of the principal in leading each individual to support activities to achieve school goals. The facts show that not a few principals experience confusion and anxiety in building their organization. There are at least three main problems that cause the confusion and anxiety experienced by principals in general, including: personal, social and professional issues.

Personality problems with the term personality disorder, and states that there are 10 personality problems experienced by each individual, including: paranoid personality disorder, Schizoid personality disorder, Schizotypal disorder, Borderline personality disorder, Histrionic personality disorder, Narcissistic personality disorder, Avoidant personality disorder, Dependent personality disorder, Anankastic personality disorder. Inferior is a problem of inferiority, where the principal feels unconvinced with his existence and his ability to carry out his duties in the head of his newly-held school [6].

This inferior problem appears in some of the following performances, including: has no initiative, surrender completely to the situation, feeling confused about uncertain ideas and circumstances. Self-isolation is an action in which the principal tries to withdraw from interaction and communication with all school residents. This is done as a result of previous inferior problems. Some of the actions of beginning principals who deal with the problem of self-isolation include: being alone, surviving with the ego, and releasing from interaction.

Self-burdened, is a matter of personality for beginning principals where they see that principal is a very heavy position and only interact to very complex administrative, managerial and leadership tasks. They, especially principals, have had no desire being principals, having fears arising from the experiences of other principals and the information they receive. This problem appears in the following points: work is a burden, work is abandoned, and work is not in accordance with Procedure Operational Standard.

Next is the problem of personalities of school principals who are associated with magical orientation. Magical orientation is a problem where the principal feels that the problems of life in the school organization occur and are independent of the problem as an impact of aspects beyond reason and organizational logic. Even the position he held at this time was considered part of the magical actions he had done so far. The problem of the permanence of the magical orientation is seen in the following behaviors, including: less rational, illogical, and promoting things beyond reason.

The next principal's personality problem is "narcissistic". Narcissism is a situation where the principal feels himself most prominent with many advantages and very proud of the advantages he has. Narcissistic problems are experienced by school principals with a relatively new working period. Some of the actions of novice principals who deal with narcissistic problems include: over confident (excessive self-confidence), proud of yourself, each member must duplicate himself, every member must support his own goals, organizational failure is a staff failure, and fear of losing influence.

The last principal's personality problem is anarchistic. This problem is a problem where principals often take action to arbitrarily with attributes easily ignited emotionally. Some of the following are the adverse effects of anarchistic personality problems, including: performance seems rough and harsh, very mechanistic and structuralistic, and rigid. Besides personal problems, beginner principals often practice professional problems [7]. The Master's thesis, Memorial University of Newfoundland, succeeded in identifying a number of problems with principals relating to their professionalism in carrying out their new tasks as principals.

These problems include: low student achievement both academic and non-academic, high administrative burden that must be resolved, ambiguous policies, overlapping and alternating, the extent of the problems faced by the school both quantitatively and qualitatively, barriers to performance evaluation because the element of feeling is not comfortable, and low quality teachers. Another major problem faced by novice principals is social problems. There are several social problems affecting teachers when they are appointed as principals in their new schools, including ethics, culture, human relations, security, and face differences [8], [9]. Ethical issues relate to the following, including: code of ethics (enforcement), confidentiality agreements, intellectual property rights, employee electronic monitoring, neutrality in data utilization, morality in information systems.

Cultural-related problems appear in the following performance, namely: politics, assimilation of developing technology, trust, management structure, social barriers, and implementation of policies, social environment, and cultural customs. The social problems related to human relations issues have the following characteristics: Partnerships in teams, teamwork, collaboration, group facilitation, network utilization, school relations with the community. A sense of security is a social problem faced by novice principals with characteristics: data abuse, data protection, and misrepresentation in digital media, government and policy concerns, and fraud using the system, legal and regulatory standards.

The last social problem is the element of difference or diversity of individuals, values, norms in organizations in new schools. These problems appear in the following areas, including: diversity of gender, race, sexual orientation, age, education, and socio-economy.

II. METHODS

The development of the self-reflection-based mentoring module was carried out using the developmental design, which was adopted from Borg and Gall that states that educational research and development (R & D) is a process used to develop and validate educational products. Research and development is a process used to develop and validate products [10]. The products developed in this study are four self-reflection-based mentoring modules that are able to equip beginner principals with visionary, inspirational, strategic, and integrity leadership competencies. Because these four modules are new products that do not yet exist, the second research is included in the highest level of research and development, namely level 4.

The highest level of research and development at level 4 is research that can create creative new products, original and highly tested [11]. Research procedures in the context of research and development are the steps involved in developing and producing tested products. There are ten steps to develop and define new products, namely: (1) research and information collecting; (2) planning; (3) develop preliminary form of product; (4) preliminary field testing; (5) preliminary field testing; (6) main field testing; (7) operational product revision; (8) operational field testing; (9) final product revision; and (10) dissemination and implementation [10].

III. RESULTS

Each school must have a school vision formula as a direction for the school principal to lead their respective schools. There are five things that need to be handled by the beginner school principal in relation to the formulation of the school vision, namely: (1) the importance of a good school vision formula; (2) understanding of school vision; (3) good school vision formulation; (4) steps to formulate a good school vision; and (5) the steps that the beginner school principal take to formulate the funds or ratify the school vision formulation.

The school's vision is a core, basic, and useful component for schools to have a strategic plan as a road map to school success. To get school quality in an integrated manner, it must begin with the formulation of a good school vision. Schools must have a vision that is received by all staffs as dreams and towards the future improvement of school quality, which inspires them to get higher quality in the future. An effective school vision also informs parents and students where the principal will guide the school to the future.

Furthermore, according to the two authors above, there are three functions of a good vision formula. The first function of vision is to inspire. The formulation of an effective school vision will be a source of inspiration and a source of energy (energizing people) for all schools' staffs, even all stakeholders. Vision is an aspirational description of the organization to be achieved in the medium or long term, (in the mid-term or long-term future). The second function of a vision statement is to act as a major's tone for decision-making. A good vision statement will always be a consideration in every principal, teacher and staff to make decisions. In everyday life at school there are so many considerations that go to the principal. Furthermore, the principal must be able to have the best consideration.

This is where the importance of an effective school vision formulation can be used as a basis in choosing the most appropriate considerations and strongly supports the achievement of the school vision. The third function of a vision statement is to enable all in the school to find common points for focusing energy. With a clear vision, the school principal can utilize all the resources and investments owned by the school solely to reach the school's vision. With the school vision, all human resources, facilities and infrastructure, and funds available at the school are focused on improving the quality of the instruction and school vision.

The strategy is a second effort for achieving the school's vision, mission, goals, targets and programs. Three important things in the strategy are the mechanism and the way to know and understand the objectives to be achieved by looking at the resources available to the school and the paths taken towards that goal. The process of implementing the strategy is: (1) analyzing the environment; (2) formulating strategies (superior programs); (3) implementing strategies; and (4) evaluating the strategy.

As a prospective school leader, it is important for each school principal to understand the process. The role that must be implemented is to understand the dynamics of the internal and external conditions of the school, build a team to formulate a strategy formulation, lead the school in implementing strategies and carry out evaluations and controls on an ongoing basis so that the strategy can be implemented effectively and efficiently.

The characteristics of strategic leadership are: (1) visionary, missionary and strategic, namely having, understanding and communicating the vision and mission, being able to formulate and realize strategies and have knowledge, skill and broad insight; (2) change-oriented shows that leaders like and are always involved in change, have goals and clear, future-oriented and like to set priorities; (3) being able to build strong relationships is illustrated by always acting wisely, involving subordinates in developing ideas, giving opportunities to subordinates to make decisions, always resolving responsibilities immediately and having broad social networks with various parties; and (4) having personal style and personal skills such as proactive, emotional control, enthusiasm, care for subordinates, work beyond money and power and risks taking.

To get a strategy formulation, the principal must implement the stages of orientation, evaluation and control. At the orientation stage, the leader integrates the views and opinions of his subordinates; the result of orientation is data. Evaluation is done to process data so that there are several alternative policies and or policies. Furthermore, control of the selected alternatives is carried out with the results of written documents. The principal must always look deeper and integrate information in carrying out orientation, evaluation and control.

Strategy implementation is strongly supported by programs, budgets and procedures. Determining the program to be implemented must be based on the school's vision and mission, school strengths and weaknesses and school needs. The tool that can be used is a SWOT analysis (Strength, Weakness, Opportunity, Thread), which mapping school strengths and weaknesses (internal conditions) and school opportunities and threats (external conditions).

The strategic principal in this case the school leader must be aware that he is a symbol of school. In their daily life, the principal must be a role model for his subordinates (educators and education personnel). All thoughts, attitudes and behaviors shown by principals are assessed by outsiders who reflect their school. So, in every decision making, the strategic school principal must consider wisely with forward-looking views (see the impact on the school).

The principal understands his strategic position to implement the strategy. Strategic principals have units (which are hierarchically under the leader) who help them to carry out technical or derivative activities in supporting the achievement of school strategies. So, the principal must focus more attention on human resources (HR) in schools, because HR is the main one. The good and bad, the success of a school's failure strategy depends very much on how HR runs the school wheels. So, the role taken by the school principal as a strategic leader after understanding the internal and external conditions of the school is that leaders must be able to awaken and mobilize human resources in schools so that they have great passion in the process of formulating and implementing strategies.

There are four mentoring activities in the strategic leadership mentoring module, as follows: (1) mentoring to analyze the school environment (internal and external); (2) mentoring the preparation or formulation of school development strategies; (3) mentoring implements strategies by using operational standards; and (4) mentoring evaluates the strategy or implementation of operational standards.

IV. DISCUSSION

The principal is a very decisive factor (critical factor) for the success of improving school quality and overall school [5]. Many studies conclude that effective school principal leadership has a positive and very significant interference on student achievement. Various studies have shown that effective school leadership has a strong interference on student attendance, student engagement to school, student academic self-efficacy, staff satisfaction, and collective teacher efficacy. There is a significant positive correlation between the effectiveness of school-based management and the principals' learning leadership performance [12].

With this very high role and position, the principal is challenged to strive for effective leadership. The principal responsibility of a school principal is to improve the quality of learning and the success of all students. "The principal's primary responsibility is to promote the learning and success of all students," [5], [13], [15]. Effective leadership of school principals is instructional leadership [5]. Lunenburg further emphasized that the principal is "orchestrators of excellence instruction". An orchestrator has a very important role in "assembles a group of talented musicians and melds of their abilities into a virtuoso performance".

Likewise, a successful school principal is able to integrate assembles of the school's vision and mission, teacher quality, learning culture and climate, and all supporting components to be transformed into a learning community) in which all school staffs together with students learn and achieve high-level learning goals. The effectiveness of quality learning requires the existence of a school principal who displays learning leadership [5], [16].

The above argumentation shows how important the role of the principal as a instructional leader. However, while on the other hand, the performance of existing principals has not been more focused on instructional leadership. Some indicators that appear so far are: first, so many schools do not have clear and true vision, mission, goals and targets of schools (shared vision). Even though they have it, the formulation of the school's vision, mission, goals and target is not socialized and internalized to school and community members, especially parents. Even when the principal was asked about the formulation of the vision, mission, goals, and target of the school, it turned out that the school itself could not explain it or misses it.

Moreover, teachers, increasingly unable to explain the vision, mission, goals, and targets of their schools, because they have never been included in the formulation or improvement of the formulation of the vision, mission, goals and targets of the school, and have not received the socialization of the vision, mission, goals and targets of the school by the headmaster. Indeed, it cannot be denied that the formulation of the school's vision, mission, goals, and targets are displayed on the sides of the school wall, but only in fulfilling formal school obligations and not yet as a process of internalizing the school's vision, mission, goals, and targets for all school member. Second, the principal has not paid much attention to efforts to create a learning culture.

There are several factors that lead to the low quality of school principals' performance as mentioned above. First, the principal's competency standards as regulated in the Minister of Education and Culture Regulation number 13 of 2007 concerning Principal Standards have not shown very strong

alignments towards competencies that are closely related to the principal's task as a learning leader.

Second, the Government has a selection system for beginning principals in the appointment of school principals within the framework of regional autonomy, but the implementation has not been maximized so that it has not produced new principals who are ready with personal, social, and professional competencies as learning leaders. Moreover, in the last few years the selection of beginning principals has been made into political commodities. Therefore, there is a need for an effective set of induction programs for novice principals.

To develop or prepare a tool for reflection-based self-mentoring that can be used by beginning principals to improve their competence independently, the problems faced by beginning principals who are identified are related to personality, professional, and social and induction programs that should be prepared to equip beginning school principals. First, in relation to personality problems, beginning principals need to be equipped with integrity leadership, so induction is needed for beginning principals with self-reflection-based mentoring modules that are able to equip beginner principals with integrity leadership competencies.

Second, in connection with professional problems, beginning principals need to be equipped with visionary leadership and strategic leadership, so induction is needed for novice principals with a self-reflection-based mentoring module that is able to equip beginning principals with visionary leadership competencies and strategic leadership. Whereas the social problems related to school principals need to be equipped with social relations that can effectively inspire educators and education personnel, so induction is needed for beginning principals with a self-reflection based mentoring module capable of equipping beginner school principals with inspirational leadership competencies. Four self-reflection-based mentoring modules are able to equip beginning principals with visionary leadership competencies (professional), inspirational (social), strategic (professional), and integrity (personality).

Self-reflection is an active and conscious behavior to see our self objectively, criticizing the various experiences that have been done, by involving their knowledge, skills, and affections in total. There are three stages of self-reflection, including: what happened? How did happened? And what has been learned, and what changed or what has to be done? [17]. First, what happens to the behavior, ideas and feelings and experiences during the KSP (beginning principal leadership) profession? Second, KSP must strive to truly see and honestly assess its previous experiences. Third, on this basis, KSP must build new commitments and perspectives to change and make meaningful improvements, both for himself and in relation to his new profession.

In short, determine a valuable / meaningful / significant learning experience, analyze the experience, try to include external evidence for the lessons learned that has been determined in the process of self-reflection, and relate the experience to previous experience and write a follow-up plan (action plan).

There are at least 4 aspects which are the focus of teacher reflection in their professional practice, they are: (1) Environment, this refers to how the teacher's efforts to utilize the learning environment in its professional development; (2) Professional behavior, such as a positive response to change or innovation; (3) Competence, especially the response to the importance of improving professional competence; and (4) beliefs about the profession [18]. Teacher's professional identity cannot be separated from the teacher's self-improvement efforts and professional practice through the reflection of the "identity" of a teacher [19], [20].

Sometimes the process and effort of teacher reflection in professional practice is sometimes ineffective, so that reflection has not been used as a therapy to improve the teacher in improving education and learning [18]. However, self-reflection activities are activities that provide many benefits in developing teacher professionalism [18], [21]–[23]. The main benefit of this is helping teachers to gain a deeper understanding of themselves, the profession and how they can become effective, efficient teachers, and make students successful in learning. In addition, self-reflection can also help teachers to explore potentials within them, improve weaknesses and find solutions they need for their professional development.

V. CONCLUSION

A self-reflection based mentoring module is effective in improving the visionary, inspirational, strategic leadership competence and integrity of the beginning principal as instructional leader. The module are divided into 2, they are: the first module is the visionary leadership module, which contains: (1) competence in formulating a school vision that becomes the school's ideal for the next four or eight years which is very challenging to achieve; (2) competence in formulating the school's mission to be carried out by the school in order to achieve the school's vision; (3) competence in formulating school objectives that reflect the quality of learning outcomes of school graduates; 4() competence in formulating school targets that are quality of school graduates in the first, second, third, and fourth years that are operational, specific, and quantitative so that their achievements can be measured objectively; and (5) competency in preparing excellent school programs that are very visionary, in accordance with the internal and external potential of the school, and relevant to the community environment around the school.

The second one is a strategic leadership module, involving: (1) competence in analyzing the school environment, both internal and external environment by using SWOT analysis; (2) competence in formulating strategic namely by formulating activities in supporting superior programs according to school conditions; (3) competence in implementing superior programs using the standard operating procedure (SOP) formulation that has been

ratified; and (4) competence in evaluating strategies that have been formulated using SOPs to determine the achievements of the programs and activities that have been formulated.

REFERENCES

[1] T. Townsend, S. P. Centre, and C. Development, *Restructuring and Quality : Issues for Tomorrow ' s Schools*. 1997.

[2] M. Reynolds, "*The Handbook of Experiential Learning and Management Education*," 2007.

[3] E. L. Edmonds, *Managing the Secondary School*, vol. 11, no. 2. 1986.

[4] J. Scheerens, C. J. A. J. Vermeulen, and W. J. Pelgrum, "Generalizibility of instructional and school effectiveness indicators across nations," *Int. J. Educ. Res.*, 1989.

[5] F. C. Lunenburg, "Theorizing about Curriculum : Conceptions and Definitions," *Int. J. Sch. Acad. Intellect. Divers.*, vol. 13, no. 1, pp. 1–6, 2011.

[6] J. O. T. R. Adams, M. Anderson, and B. Burton, *Young Audiences, Theatre and the Cultural Conversation*. 2014.

[7] L. A. Jensen, "The Oxford Handbook of Human Development and Culture: an interdisciplinary perspective," *Oxford Libr. Psychol.*, vol. 1, 2015.

[8] K. K. Metcalf and D. R. Cruickshank, "Can Teachers Be Trained to Make Clear Presentations?," *J. Educ. Res.*, vol. 85, no. 2, pp. 107–116, 1991.

[9] D. Ary, L. C. Jacobs, C. K. Sorensen, D. A. Walker, and A. Razavieh, *Introduction to Research in Education*, vol. 4, no. 43. 2010.

[10] M. D. Gall, J. P. Gall, and W. R. Borg, "An Introduction to Educational Design Research," *East*, 2007.

[11] Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif dan R&D*. Bandung: Alfabeta., 2011.

[12] Y. Bafadal, I, Wiyono, B. B. and Sobri, "*Pengaruh Implementasi Manajemen Berbasis Sekolah terhadap Semangat Kerja Guru dan Keefektifan Sekolah*," Malang, 2015.

[13] Juharyanto, "Kepemimpinan unggul Kepala Sekolah Dasar Daerah Terpencil (Studi Multisitus pada Sekolah Dasar di Kabupaten Bondowoso)," *J. Sekol. Dasar*, vol. 1, no. Tahun 26, 2017.

[14] Juharyanto, "*Implementasi Kompetensi Kepala Sekolah Sebagai Agen Perubahan pada Sekolah Berprestasi: Studi Multi Kasus Pada Tiga SD/MI Berprestasi Di Kabupaten Bondowoso, Kabupaten Jember dan Kabupaten Situbondo*," Dissertation, Universitas Negeri Malang, 2012.

[15] I. Bafadal, "Strengthening School Governace Throught Preparation and Empowerment School Principal As the Instructional Leader," in *The Challenges of Educational Management and Administration in Competitive Environment and The 4th Congress of ISMaPI*, 2014.

[16] I. Bafadal, "Penilaian Kinerja Kepala Sekolah Sebagai Pemimpin Pembelajaran Dalam Rangka Peningkatan Akuntabilitas Sekolah," *Manaj. Pendidik.*, vol. 25, no. 1, pp. 1–9, 2016.

[17] D. Boud, D. Keogh, R. Walker, *Reflection: Turning Experience into Learning*. London: Kogan Page, 1996.

[18] A. Korthagen, F. & Vasalos, "*Levels in Reflection: Core Reflection as a Means to Enhance Professional Growth*", Volume 11, Nomor 1, p. 47-71.," 2005.

[19] P. C. Meijer, N. Verloop, and D. Beijaard, "Multi-method triangulation in a qualitative study on teachers' practical knowledge: An attempt to increase internal validity," *Qual. Quant.*, 2002.

[20] D. Beijaard, P. C. Meijer, and N. Verloop, "Reconsidering research on teachers' professional identity," *Teaching and Teacher Education*. 2004.

[21] N. A. Bowman, "The Development of Psychological Well-Being Among First-Year College Students," *J. Coll. Stud. Dev.*, 2010.

[22] J. Loughran, *On becoming a teacher educator*, vol. 37, no. 3. 2011.

[23] D. L. Butler, L. Schnellert, and K. MacNeil, "Collaborative inquiry and distributed agency in educational change: A case study of a multi-level community of inquiry," *J. Educ. Chang.*, 2014.