

SCHOOL PRINCIPAL AS LEADER OF CHANGE: Autoethnography on How to Make School Principals to be Effective Change Leader in Good School

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Abstract: This study aims to reconstruct efforts of the author in 20 years (1996-2016) to make the principals to be effective leaders of change in learning so that schools be good. This study was conducted at four school, that are Islamic kindergarten, elementary school, junior high school, and senior high school of Sabilillah Malang using qualitative approach by analytic autoethnography method. Various types and sources of data have been used for data collection in this study, including the personal memory data, self-reflective of data, and external data. The data were collected, analyzed, presented, and formulated to gain cultural understanding about the relationship between self and others (society). Based on the data analysis, it can be concluded that development of principals to be effective change leader is the most important strategy in improving the quality of school to become a good school, because the success of schools are strongly influenced by the performance of their principals who always make changes. Such principal's performance is strongly influenced by the principal's mindset about good schools. The success of schools into good schools is strongly influenced by the performance of their principals who always make changes that focus on learning innovation. Finally, that in order to improve the quality of schools, principals more role as a learning leader or instructional leaders. Through its role as a learning leader, the principals are able to encourage and direct the teachers in doing the steps of change well.

Keywords: good school, principal, change, and leader of change, leader of learning

I. RESEARCH CONTEXT

In 1996 author was assigned Foundation of Sabilillah Malang to develop Islamic schools. Until 2016, author and friends developed and managed to set up four schools, namely Islamic Elementary School of Sabilillah Malang has been in operation since 1997 Islamic Junior High School of Sabilillah Malang has been in operation since 2003 and Islamic Senior High School of Sabilillah has been in operation since 2013. Besides, in 2001 the author and friends were requested by the Foundation of Sabilillah Malang to coordinate and improve the quality of Islamic Kindergarten of Sabilillah Malang that has been developed in 1980 by the Foundation of Sabilillah Malang. The Foundation of Sabilillah Malang hoped that the four Islamic schools were improved continuously in order to be effective schools, or good schools, or excellent schools, or international islamic schools.

There are eight excellent program have been implemented in the Islamic Schools of Sabilillah Malang. First, since the start elementary and junior high schools have implemented full-day school systems; while senior high school has implemented boarding school system. Second, start academic year 2016/2017 teaching-learning process in Islamic Kindergarten of Sabilillah Malang has implemented BCCT approach of teaching-learning process, while Islamic elementary, junior, and senior high schools have implemented Project Based Learning (PBL) in teaching-learning process. Third, Program Every Day with Al-Qur'an. Fourth, Islamic religious education in kindergarten, elementary, junior and senior high school Islam Sabilillah Malang focused not only the transfer of knowledge of religion but also more emphasis on the process of habituation practices of worship. Fifth, language learning programs, especially Arabic and English are emphasized in daily life conversation learning, so that graduates of four Islamic schools of Sabilillah Malang are proficient in Arabic and English

as an international language. Sixth, there are many extra-curricular lessons organized, including compulsory extracurricular learning and optional extra-curricular learning. Seventh, in Islamic kindergarten, elementary, junior, and senior high schools of Sabilillah Malang organized programs for the development of a healthy environment, fun, neat, clean, and character. The activities is followed by all students and teachers perform cleaning in their respective classes and or clean up the environment around the classroom. Eighth, since academic year 2008/2009 those four schools have develop and applied character education.

The achievement of graduates from the schools of Sabilillah Malang always in upper rank in Malang city. Many students of Sabilillah Malang won gold and silver medals in various national and international competitions and olympiad. So that, since the establishment, Islamic kindergarten, elementary, junior, and senior high schools of Sabilillah Malang were being interested by the people. Registrants of new students from year to year increased. Each entering the new school year, thousands of children have enrolled and participated in selection to be accepted or educated in Islamic Schools of Sabilillah Malang. The people of Malang admitted that Islamic schools of Sabilillah Malang as good Islamic schools (excellent and international Islamic schools).

The question is how Islamic kindergarten, elementary, junior, and senior high schools of Sabilillah Malang can be a good schools, how author and friends can develop Islamic kindergarten, elementary, junior, and senior high schools of Sabilillah Malang, so the school became good schools, and what has been done by the author and friends in developing these good schools. Actually, there are many strategies that have been done to those four Islamic Schools of Sabilillah Malang. But, one of the most priority is that author and friends over develop

principals of Islamic kindergarten, elementary, junior, and senior high schools of Sabilillah Malang to be effective change leader in the good school.

In 1995 through the dissertation research at three good elementary schools in Sumenep the author concluded that the schools are not going to be good by itself, but through a process of change initiated by the school community with strong leadership from the school principal. The research results showed the importance of leadership of change (Bafadal, 1995). In descriptive way, the author concluded that (1) the innovation of education in good schools was pursued by the school principals through cyclical activities include the identification of innovation, preparation, implementation, evaluation, and improvement; (2) the success of change or the implementation of an innovation in good schools is supported by three important conditions, namely The ability of school principals to build accurate perceptions of school personnel on educational innovation, the ability of principals to improve motivation and creativity of personnel, the availability of funds; and (3) the successful implementation of educational innovation in schools are well supported by the school principals who have the role as the agent of change and other internal agent of change as information providers, implementers and supervisors of the educational innovations implementation.

In 2016 the author conducted research on school leadership at two excellent schools in Malang city. At the end of the study, it concluded that there are three effective leadership applied by the school principals in implementing the new curriculum, that are: (1) the learning leadership; (2) change leadership; and (3) spiritual leadership. These three leaderships implemented integratively, so it was effective to the success of new curriculum implementation, that was the curriculum 2013. Furthermore, related to the leadership change of school principals at two excellent elementary schools, concluded that there are five leadership behaviors of the school principals as instructional leaders in the context of the implementation of the new curriculum, there are (1) look to the future and design the overall changes to implement new curriculum; (2) inspire the teachers to do changes relate to the demands of the new curriculum; (3) set out the steps to do the changes in learning; (4) implement the changes in learning; and (5) evaluate the changes and plan a follow-up acts (Bafadal, Sobri, & Nurabadi, 2016). In accordance with the findings of Bafadal's study, Frymier et.al (1985), in a book entitled "One Hundred Good Schools" concluded that at good schools he had studied eight years, there were changes endlessly in order to apply innovations in learning and school governance that is supported by strong leadership of the school principals and teachers' professional performance. There is no school runs into a good school without the reflection of changes (Silver, 1994 and Bafadal, 2016). Based on several author's and Frymier's research above, the concern of the author as Education Division chairman of Foundation of Sabilillah Malang and the Director of the Islamic Education Institute of Sabilillah Malang is

how to make the school principals become effective leaders of change.

This article (study) reconstruct efforts of the author as a Chairman of the Division of Education Foundation and as the Director of the Institute of Islamic Education in Sabilillah Malang within 20 years (1996-2016) to develop Islamic kindergarten, elementary, junior, and senior high school principals of Sabilillah Malang to be effective change leader in order to make the schools be the good schools. As focus of this study, there are three questions as focus of study to be answered by the research, as follow:

1. What has the author been done to cultivate the awareness of Islamic kindergarten, elementary, junior, and senior high school principals of Sabilillah Malang on the importance of making changes in educational practices for the better?
2. What is the focus of changes should always be made by Islamic kindergarten, elementary, junior, and senior high school principals of Sabilillah Malang??
3. What roles should the principal play as a change agent for improving the quality of his school?

II. METHODS

This research was conducted through autoethnography as one of the qualitative research methods. Since the 1950s a variety of research methods have been widely applied in the study of human creativity, one of them has been widely used in recent years are autoethnography, which is a qualitative method that combines characteristics of ethnography and autobiography (Maric, 2011), that uses the self as a lens to understand a wider culture (Ballard, 2009). The focus of autoethnography is not the literal study of self but the space between the self and practice (Starr, 2010), in which the author explores issues of personal importance and acknowledged within Social Contexts to understand the meaning, structure, and essence of lived experience (Ballard, 2009; Bochner, 2000). Anderson, Roth, and Vryanin in Maric (2011) asserted that in autoethnography, the researcher uses the lived experience of the author's self (auto) as part of a culture / group (-ethno-; from Greek: ethnos meaning people, nation, race) to increase of reviews their knowledge and write (-graphy, from Greek Graphia) about themselves, the groups they are part of, and their relationships, in order to increase of sociological understanding. Shortly, in autoethnography the researcher uses a personal experience as part of a social phenomenon.

There are several methods of autoethnography research, but in this research used analytic autoethnography method. Anderson (2006) confirmed the analytic autoethnography as a sub-genre in the realist ethnographic tradition with five key features: (1) the researcher is a complete member of the social world under study; (2) the researcher engages in analytic reflexivity, demonstrating an awareness of the reciprocal influence between themselves, their setting and their informants; (3) the researcher's self is visible within the narrative; (4) the researcher engages in dialogue with informants beyond the self; and, (5) the

researcher demonstrates a commitment to theoretical analysis, not just capturing what is going on in an individual life or socio-cultural environment.

Various types of data have been used for data collection which refers to the recommendation of Anderson (2006), Duncan (2004), Ellis (2000), and Holt (2008), including (1) the personal memory data; (2) self-reflective of data; And (3) external data. The personal memory data has been used is inventorying the self (code: DIS) done eight times. Self-reflective data are very much has been used for data collection is

a private journaling (code: DPJ) consisting of forty-two journals. While the external data are very much used in this study is the seven principals interview documents (code: DPI), documents and other Artifacts (DDA) that are collected through the study of documentation nineteen times. Thus there are seventy times the data collection done in this study and has produced one hundred and eighty-eight data units that are relevant to the three focuses of this study. Details of data unit that have been successfully collected are described in Table 1.

Table 1
Details of Data Unit and Code

Focus	Type of Data	Frequency	Number of Data Units	Code of Data Unit
1	Inventorying the self	2	5	DIS.1 to DIS.5
	Private journal	13	28	DPJ.1 to DPJ 28
	Principal interview	2	15	DPI.1 to DPI.15
	Document/other artifact		10	DDA.1 to DDA.10
2	Inventorying the self	3	8	DIS.6 to DIS.13
	Private journal	16	32	DPJ.28 to DPJ 60
	Principal interview	2	11	DPI.16 to DPI.26
	Document/other artifact	7	10	DDA.11 to DDA.20
3	Inventorying the self	3	7	DIS.14 to DIS.20
	Private journal	13	41	DPJ.61 to DPJ 102
	Principal interview	3	10	DPI.26 to DPI.35
	Document/other artifact	5	11	DDA.21 to DDA.31

All data were analyzed, interpreted, presented, and concluded with content analysis techniques and domain analysis techniques, in order to gain an understanding of the culture, the relationship between self and others (society) through the steps recommended by Duncan (2004), Ellis (2000), and Holt (2008). While researching the credibility and quality of data through triangulation techniques of data sources and triangulation of data collection techniques adopted from qualitative research methodologies by Marshall & Rossman (1989), Bogdan & Biklen (1998), Maxwell (1995), Maxwell (1996); and Lincoln and Egon (1985).

III. FINDINGS AND DISCUSSIONS

Findings

There are three focuses of this study as has been confirmed above. Based on the results of collected data analysis, three themes can be identified as findings, namely: (1) principal's mindset about good school; (2) learning innovations; and (3) principal is the leader for learning.

Principal's Mindset about Good School

The first focus of this study is what the author has been done to cultivate the awareness of Islamic kindergarten, elementary, junior, and senior high school principals of Sabilillah Malang on the importance of making changes in educational practices for the better. Based on the results of collected data analysis can be explained that their awareness is built through the shaping the principal's mindset about a good school. The shaping of the principal's mindset through leadership coaching events and coordination

meeting for principals. One of the collected data units confirmed as follows.

The principal is the school leader. He is the school captain. The quality of the school depends on how he acts as the leader or captain for his school. It all depends on the mindset that the principal has. Therefore, I as the Director of Education Institution in Sabilillah Malang must always consolidate their mindset. (DIS.1).

Unit data above is the assumption or thought of the author who encourages the authors to always try to establish the mindset of the principal in every leadership coaching or meetings of leaders who attended the principals (DIS.1, DPJ.3 and DPJ.6). Table 2 below shows some data sets indicating that the author as Director of Education Institution of Sabilillah Malang always hold two or three leadership coaching and one leadership meeting in one week. The source of the data is the author's daily private journal (DPJ).

During the study, 58 data sets were collected to answer the first focus of the research, as related to the theme of the principal's mindset about good schools. With all these data units, as the three data sets presented in Table 2 above, it can be concluded that through leadership coachings and leadership coordination meetings it is expected that the principals have three awareness. First, the principals have an awareness that in order to produce qualified school graduates, system schools must be good. They are aware that there is no quality of graduates without a good school system. Secondly, the principals have an awareness that to develop a good school system is required a variety of educational innovations. They are very aware that Innovation will be very effective when initiated by the principal with the teacher. Third, the

principals have an awareness that schools should be able to compete with other quality schools that recently

emerged in Malang. In order to compete, schools must always change toward the better.

Table 2
Some Data Units on Development of Principal's Mindset

Number	Data Unit	Code of Data Unit
1	Today I hold leadership coaching attended by principals. Leadership coaching today was overtaken by my explanation of why we should develop these Sabilillah schools into the best schools in Indonesia. I hope the principals have a good understanding of good schools and are motivated to make changes. (Journal, May 3, 2016)	DPJ.2
2	This morning held leadership coaching for leaders who consist of principals and division head. Through their conversation, it seems that they realize that this school should be the best school in educating the nation's children. And it's great that they realize that to be the best school needs innovations that they have to develop themselves with all teachers. (Journal, August 4, 2015)	DPJ.6
3	Thank you, dear Allah. Today's coordination meeting of leaders is well organized. The theme of today's meeting is how to improve the quality of schools in order to face intense competition among schools. May the participants of the leadership co-ordination meeting attended by the heads of divisions, heads of sections, and principals realize that recently in Malang many new quality schools are competing for Sabilillah Malang schools. (Journal, December 22, 2015)	DPJ.18

The development of a good school mindset managed to awaken the heads of Islamic schools Sabilillah Malang. They have a very deep awareness of the importance of a good school and that awareness encourages them to make changes with various innovations in the school system. In an interview, a principal explains the following.

In fact I am very happy in following the leadership coaching, because the director always gives the enlightenment about a good school. So we are encouraged to do self-evaluation and look for new strategies to improve the quality of education. So we always want to innovate for our school, and our school gets better. (DPI.1).

While other principals who have been promoted as one division head in an interview expressed his feelings as follows.

In every meeting Professor Ibrahim never stops asking us as school leaders to look ahead and dream of this sabilillah schools to be a good schools. He always encourages us to develop new things. Therefore, I feel compelled to always make changes in managing this school. I encourage teachers to develop innovations in the learning process. And the result are very much. Islamic Schools of Sabilillah Malang be good schools that are in great demand by the community. (DPI.2).

Based on the tabel 2 above, the author have conducted dua kali wawancara with school principals of Sabilillah Malang and menghasilkan 15 satuan data. Sebagian besar dari satuan-satuan data tersebut (DPI. 3, DPI.5, and DPI.9 to DPI.15) sesuai dengan two data units that have been dipaparkan above (DPI.1 and DPI.2)

Finally, based on all data that has been described above can be formulated some findings. Firstly, the success of Islamic Schools of Sabilillah Malang into good schools is strongly influenced by the performance of their principals who always make

changes. Secondly, such principal's performance is strongly influenced by the principal's mindset about good schools. Thirdly, there are three mindsets about the good school that the principal has, namely (1) they are aware that there is no quality of graduates without a good school system; (2) the principals have an awareness that to develop a good school system is required a variety of educational innovations, and they are very aware that it will be very effective when initiated by the principal with the teacher; and (3) the principals have an awareness that schools should be able to compete with other quality schools that recently emerged, and in order to compete, schools must always change toward the better.

Learning Innovations

The second focus of this study is focus of changes in the good schools. The complete problem statement is, what is the focus of changes should always be made by Islamic kindergarten, elementary, junior, and senior high school principals of Sabilillah Malang? Based on the results of collected data analysis can be explained, This study formulates a theme about learning innovation, in which the authors always emphasize to the principal and teachers to develop learning innovations. On various leardership couching and coordination meetings opportunities, the author as Director of the Islamic Education Institute of Sabilillah Malang often emphasizes the importance of learning innovation to create a good school. The following data unit are quoted from the journal's daily journal which illustrates the content of the author's direction in a leadership coaching.

Ladies and gentlemen. I want to remind you that so many missions have to be done by us. But the greatest mission or the most important mission is to organize the learning as well as possible for all learners. (DPJ.28).

The data unit above illustrates that the author explained to Islamic kindergarten, elementary, junior, and senior high school principals of Sabilillah Malang who follow leadership coaching. The author explains that so many missions have to be done by us. But the greatest mission or the most important mission is to organize the learning as well as possible for all learners. We must always develop these innovations all the substance of school management. But the most important innovation is learning innovation. In other words, principals and teachers are directed to make changes, especially changes in learning for all learners. The following data units show how the authors asked for Islamic kindergarten, elementary, junior, and senior high school principals of Sabilillah Malang to prioritize the program of learning improvement.

Ladies and gentlemen. Our school should be a clean school supported by well-equipped facilities and infrastructure, such as classrooms, library rooms, dining rooms, basketball court, Volleyball court, English and Arabic language laboratories, and so on. But the most important is how all the facilities and infrastructure are used as well as possible for learning. I want to remind again that the main mission of the school is to educate learners. (DPJ.35).

I hope all principals direct teachers in their respective schools to always develop innovations in learning. Innovation in learning is much more preferable compared to other field innovations. (DPJ.29).

On numerous occasions I always remind principals and teachers that we should focus on the practice of learning. Why? Because, I think the main task of

the school is to organize learning. There is no good school without good learning. (DIS.6).

In order to encourage learning innovations, the author as the Director of the Islamic Education Institute Sabilillah Malang to display many artifacts containing the spirit and principles of learning innovation or change process cycle. The artifacts are placed in the principal's room, the teachers' room, the classrooms, the school library room (DDA.11 to DDA.20). The Author's Direction and all artifacts as described above, succeeded in shaping the behavior of school principals. Islamic kindergarten, elementary, junior, and senior high school principals of Sabilillah Malang have motivation or actively develop learning innovation. A very revolutionary learning innovation is the application of beyond center and circle time (BCCT) in Islamic kindergarten and Project Based Learning (PJBL) at Islamic Schools of Sabilillah Malang since the academic year 2016/2017. In coordination of the Head of Academic Division, Principal of Islamic Kindergarten of Sabilillah Malang made a change in learning, leaving behind the traditional learning approach, and replacing it with a modern approach, namely BCCT. Similarly, since the academic year 2016/2017 Islamic school principals of Sabilillah Malang applied PJBL which was adopted from lessons learned in developed countries. Although both are very revolutionary changes, school principals and teachers do not have much trouble, because they are accustomed to making changes in the teaching and learning process. Attention the following data units, which illustrate their impressions in the way of coordination meetings organized by the Islamic Education Institute Sabilillah Malang.

Table 3
Some Data Units of School Principal Impressions on Learning Innovation

Principals	Impressions	Code of Data Unit
Islamic Kindergarten	At first we had many difficulties in applying BCCT, but our teachers are accustomed to making changes in learning. I am sure we are succeed.	DPI.16
Islamic Elementary School	Schools in Indonesia rarely apply PJBL, so we do not get a good model of PJBL. But our teachers often seek information on the internet to see how good PJBL implementation is. We can get a challenge.	DPI.18
Islamic Junior High School	Alhamdulillah, friends in junior high school ready to do learning innovation, ready to apply PJBL. We are ready to change for students. We are often encouraged by the Director to make changes.)	DPI.21
Senior High School	We try to always coordinate with the subject teachers. They are at the end of a project doing self-reflection to see the weaknesses of implementing PJBL and looking for remedial solutions. Such as classroom action research.	DPI.25

Finally, based on all data that has been described above can be formulated some findings, that the success of Islamic Schools of Sabilillah Malang into good schools is strongly influenced by the performance of their principals who always make changes that focus on learning innovation. In order for the principals to always innovate in learning, there are two mindsets formed on them. First, the main task of

the school is to organize the best learning for all students. Secondly, a school can be said good school when facilitating all learners to learn well.

Principal is the leader for learning

The third focus of this study is the of principals in the good schools. The complete problem statement is, what roles should the principal play as a

change agent for improving the quality of his school? The data units presented above lead researcher to conclude that the Islamic school principals of Sabilillah Malang serve as learning leaders. They pay more attention to instructional innovations, often increasing teacher competence to always improve the quality of learning. They always think about how the quality of learning always increases over time, from day to day, so they always invite teachers to evaluate the process and learning outcomes and encourage teachers to make improvements in learning in the following days.

In addition, the principals of Islamic School of Sabilillah Malang also tried to improve the existence of school facilities and infrastructure to support the implementation of learning reform. The Islamic Education Institute of Sabilillah Malang encourages principals to prepare budgets for the procurement of reference books, learning aids needed in the development of learning. Not less than 23% of all budgets in a school year are prepared by each principal for the procurement of books, teaching aids, and teacher competency improvement (DDA.21, DDA.23, DDA.25, & DDA.27). In other words, the principals in Sabilillah Malang never stop developing learning environments as a very important part in the leadership of learning that they play in making changes in learning or learning innovation. The following principal's explanations is our collected data by indept interview are very relevant to the above explanation.

To invite all teachers in developing and implementing a learning innovation, I first built their mindset, changed their vision. Once they have a sense of the importance of something new, then I invite them to find new things to apply in school. Lastly I invite them to assess the success of these innovations. (DPI.26).

The data unit above is the expression of the Principal of Islamic Elementary School of Sabilillah Malang. The data unit above reveals that the principal acts as a learning leader. The expression is also explained by Principals of Islamic Kindergarten, Junior High School, and Senior High School of Sabilillah Malang (DPI.27; DPI.28; and DPI.28). The Headmaster of Secondary School affirms as follows.

I was inspired by Professor Ibrahim. Professors often say that the main task of the school is learning for learners, and the principal should be more role as a learning leader. And Professor often describes the right steps if we act as learning leaders, such as visioning of learning, learning culture development, learning environmental development. (DPI.31).

Finally, based on all data that has been described above can be formulated some findings, That in order to improve the quality of Islamic schools Sabilillah Malang principals of Islamic Schools of Sabilillah Malang more role as a learning leader. Through its role as a learning leader is able to encourage and direct the teachers in doing the steps change well and good schools is strongly influenced by the performance of their principals who always make changes that focus on learning innovation.

Discussion

This autoethnography study reconstruct efforts of the author as a Chairman of the Division of Education Foundation and as the Director of the Institute of Islamic Education in Sabilillah Malang within 20 years (1996-2016) to develop Islamic kindergarten, elementary, junior, and senior high school principals of Sabilillah Malang to be effective change leader in order to make the schools be the good schools. There are three questions as focus of study to be answered by the research, as described above, and based on the results of collected data analysis, three themes can be identified as findings, namely: (1) principal's mindset about good school; (2) learning innovations; and (3) principal is the leader for learning.

The first focus is what has the author been done to cultivate the awareness of Islamic kindergarten, elementary, junior, and senior high school principals of Sabilillah Malang on the importance of making changes in educational practices for the better. Based on the results of collected data analysis above can be formulated some findings. Firstly, the success of Islamic Schools of Sabilillah Malang into good schools is strongly influenced by the performance of their principals who always make changes. Secondly, such principal's performance is strongly influenced by the principal's mindset about good schools. Thirdly, there are three mindsets about the good school that the principal has, namely (1) they are aware that there is no quality of graduates without a good school system; (2) the principals have an awareness that to develop a good school system is required a variety of educational innovations, and they are very aware that it will be very effective when initiated by the principal with the teacher; and (3) the principals have an awareness that schools should be able to compete with other quality schools that recently emerged, and in order to compete, schools must always change toward the better.

The findings are very much in line with the results of the authors' research in 1995. At the end of the study the author concluded that the schools are not going to be good by themselves, but through a process of change Principal. The research results show the importance of leadership of change (Bafadal, 1995). The innovation of education in the school is pursued by the identification of innovation, preparation, implementation, evaluation, and improvement. At the end of the study, the authors also concluded that the success of change or the implementation of an innovation in good schools is supported by three important conditions, that is, the ability of principals to build accurate perceptions aour mindset of school personnel on educational innovation, motivation and creativity of personnel, the availability of funds, and the successful implementation of the internal agents of change.

The second focus is what is the focus of changes should always be made by Islamic kindergarten, elementary, junior, and senior high school principals of Sabilillah Malang. Based on the results of collected data analysis above can be formulated some findings. that the success of Islamic Schools of Sabilillah Malang into good schools is

strongly influenced by the performance of their principals who always make changes that focus on learning innovation. The findings are very much in line with, that the most important responsibility of a school principal at all levels and units of education is to improve the quality of learning and the success of all of the students (Hoy, & Hoy, 2009). Improving the quality of learning can be successful if through learning innovation. As a complex social institution, the school is not going to be good by itself, but through a certain process of changes. In other words, as a social institution, it is always required to be held organizational changes in order to be more effective and efficient.

One of the theoreticians who expects about the definition of organizational change of school is Hanson (1985). According to Hanson, organizational change of school is the implementation of educational innovation at schools. Educational innovation is meant by means of ideas, technologies, or perhaps a new methodology that is proposed to be implemented at schools. The aim is to improve the performance of the school in order to be more effective and efficient school (Hoy & Miskel, 1987; Rogers, 1983).

Hanson's definition about the organizational change and educational innovation at the top, it is related to the basic concepts of organizational change at schools. First, school organizational change is the implementation of educational innovation. Therefore, any changes in the school can not be separated from educational innovation. There is a linkage between organizational change at schools and educational innovation. Educational innovation is essentially an element in any change (Zaltman, Duncan, & Holbek, 1973; Unruh & Alexander, 1970). In other words, changes at the school can take place only in the presence of educational innovation. Second, the educational innovations basically is a novelty. Novelty can form ideas, programs, services, methods, technology, and processes (Rogers, 1983; Unruh & Alexander, 1970) or the other components of the education system.

The third focus is what roles should the principal play as a change agent for improving the quality of his school? Based on all data that has been described above can be formulated some findings, That in order to improve the quality of Islamic schools Sabilillah Malang principals of Islamic Schools of Sabilillah Malang more role as a learning leader or instructional leardes. Through its role as a learning leader, the principals are able to encourage and direct the teachers in doing the steps of change well and good schools is strongly influenced by the performance of their principals who always make changes that focus on learning innovation. "The principal's primary responsibility is to promote the learning and success of all students," that was asserted by Lunenburg (2010). Successful school principals are orchestrators of excellence in teaching and student learning. Just as an orchestra leader assembles a group of talented musicians and melds their abilities into a virtuoso performance, a successful school leader assembles a quality teaching staff that is transformed into a learning

community where adults and students learn and achieve at high levels (Illinois Principals Association and Illinois Association of School Administrators, 2012). Therefore, the leaders of education, and especially the school principals should become the leaders of agents of changes in the field of learning (Gettys, Martin, & Bigby, 2001; & Goldberg, 2000; Flath, 1989; Hoy & Miskel, 1987). In order for the principals to always innovate in learning, there are two mindsets formed on them. First, the main task of the school is to organize the best learning for all students. Secondly, a school can be said good school when facilitating all learners to learn well (Fink & Resnick, 2001; Schlechty, 2009; & Slins, Mulford, & Zarins, 2002).

IV. CONCLUSION

Improving the quality of school to become a good school can be through the development of principals to be change leader. There are three conclusions formulated at the end of the study.

Firstly, the success of schools are strongly influenced by the performance of their principals who always make changes. Such principal's performance is strongly influenced by the principal's mindset about good schools, that are (1) they are aware that there is no quality of graduates without a good school system; (2) they have an awareness that to develop a good school system is required a variety of educational innovations, and they are very aware that it will be very effective when the principal with the teacher; and (3) they have an awareness that Schools should be able to compete with other quality schools.

Secondly, the success of schools into good schools is strongly influenced by the performance of their principals who always make changes that focus on learning innovation. In order for the principals to always innovate in learning, there are two mindsets formed on them, (1) the main task of the school is to organize the best learning for all students; and (2) a school can be said good school when facilitating all learners to learn well.

Thirdly, that in order to improve the quality of schools, principals more role as a learning leader or instructional leardes. Through its role as a learning leader, the principals are able to encourage and direct the teachers in doing the steps of change well.

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