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ON EDUCATION AND TRAINING**

**FACULTY OF EDUCATION
STATE UNIVERSITY OF MALANG**

theme:

**Improving the Quality of Education and Training
through Strengthening Networking**

**INTERNATIONAL CONFERENCE
ON EDUCATION AND TRAINING**



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PREFACE

The International Conference on Education and Training (ICET), Faculty of Education, State University of Malang, 2016 took place in Malang, Indonesia, between 4 and 6 November, 2016. ICET is an international conference covering research and development in the field of education and training. The conference aims at creating a forum for further discussion for an education and training field incorporating a series of issues and/or related to quality improvement in education and training. Therefore, the call for papers was addressed to scholars and/or professionals of the field of education and training. Driven by the fast-paced advances in the education field, this change is characterized in term of its impact on the education implementation.

During the conference, 4 keynotes speakers were held in order to advance and contribute to specific research areas in the field of education. More than 250 pre-registered authors submitted their work in the conference. The ICET 2016 finally accepted and hosted 200 original research papers. All papers submitted to the conference were reviewed using a double-blind peer review process. The conference committee decided about the acceptance or not of the submitted papers, with the contribution of competence and expertised reviewers.

We would like to thank all members that participated in any way in the ICET 2016, especially: (a) the Inderscience Publisher for supporting and receiving the selected papers to be published as the Special Issues Edition of the International Journal of Innovation in Education; (b) the Co-organizing Universities and Institutes for their support and development of a high-quality conference; (c) the members of the scientific committee that honored the conference with their presence and provided a significant contribution to the reviewer of papers as well as for their indications for the improvement of the conference; and (d) all members of the organizing committee for their willing to organize the conference as good as possible.

Dean,

Prof. Dr. Bambang Budi Wiyono, M.Pd

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PRINCIPAL EMPOWERMENT THROUGH SOFT SYSTEM METHODOLOGY APPROACH

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ABSTRACT

Empowering human resources (HR) is directed to improve the productivity of organizations, including educational institutions. The principal is the key (key person) in improving the productivity and quality of school education. Soft Systems Methodology approach becomes one of the alternatives that can be applied to develop a model of principalse empowerment. According to analysis by the soft system methodology, empowering principals with regard to: (1) how to create a good working climate; (2) decision making; (3) self-confidence; (4) Facilities; and (5) exercise its authority as a leader in school education. These five factors influencing the creation of the workplace, psychological conditions, organizational commitment, and the presence of a leader in leading the organization.

Keywords: *empowerment of principals, soft system methodology*

The headmaster of an educational leader has an important role in improving the quality of schools. The principal as formal leaders have a duty to mobilize all human resources (HR) in the schools in order to achieve school goals effectively and efficiently. The principal as leader of his school as a determinant of successful implementation of the program. Empowerment of principals is essential to support the performance of the institution. Empowerment principals empowering staff refers to the concept that aims to improve the performance of the institution in achieving its objectives. Human resource development in schools requires principals to focus on all the components that exist in the schools.

Besides the principal must also understand the kind of work that is within the scope of school management. Empowerment principal is a systematic effort to empower principals to use his ability. Based on the context of the management of education, the school principal is one of the human resources of the school and has a strategic role in the organization of educational institutions. The school principal as individuals certainly has the ability and the inherent behavior. Empowerment of principals in line with efforts to improve the quality of education continuously. Strategy of empowering the principal emphasis on the ability of principals to put forward the idea; communication skills; mobilize and optimize the human resources of the schools; and the ability to lead in the field of learning.

Empowerment school principal is an effort to develop the ability of principals such as aspects of leadership, managerial ability, communication skills, and ability to nurture teachers. Empowerment principals optimally be a determinant of school success in improving the quality of school

education. The school principal has the task of optimizing all the resources of the schools in order to improve the quality of school education. The opportunity to develop a school to become a truly effective school would require creativity adequate leadership. The ability and willingness will appear when the head of the school can open widely to seek and absorb resources that could encourage managerial change, and presumably the basic concepts for such changes is available widely in the areas outside the field of education itself.

DISCUSSION

Empowering Principals

Empowerment, comes from the word that means power, strength, ability. Merriam Webster states empowerment contains two meanings, namely: (1) to give the power of authority, meaning that as give power, transfer power, or delegate authority to other parties; and (2) to give abilities to or enabled, meaning that in an effort to provide the capability or empowerment (Dewanto, 2012). Empowerment is to help people gain the power to take decisions and decisive action will be associated with them, including reducing barriers to personal and social. This is done to increase the ability and confidence to use the power which is owned partly by the transfer of power from their environment. Empowerment is a process that provides autonomy and greater decision-making to the workers in all the factors that affect the work. All want to put the process of empowerment of individuals, communities and institutions as the subject of existence and his own world (Murniati, 2008: 40).

Human resource development in recent decades become a hot theme in various forums. HR is an important factor in development. Input factors of development, such as natural resources, material, and financial will not give optimum benefits for the

improvement of welfare, when not supported by the inadequate availability of human resource factors, both in quality and quantity. Progress of a nation supported by qualified human resources. Human resource development is essentially directed in order to increase participation in the organization of human resources, which in turn increases productivity. The results of various studies show that the quality of human resources is the determining factor productivity. HR competencies become the primary concern in determining an organization of human resource development models. Organizations with valuable and rare competencies will generate a greater competitive advantage than its competitors, which in turn produce optimal performance. The process of empowerment in education was essentially a holistic approach that includes the empowerment of human resources, teaching and learning systems, institutions or educational institutions with all the supporting infrastructure (Murniati, 2008: 42).

Empowerment objectives are: (1) increase the productivity of the organization's work; (2) create efficiency in the execution of duty; (3) to improve service to customers; (4) improve and enhance employee morale and career; (5) improve the way of thinking conceptually; (6) improving leadership skills; and (7) improving achievement that ultimately impact on increasing the remuneration (Sutriaman, 2016). Competitive advantage and performance of the resulting organization is a consequence of human resources and competencies (Invalid, 2008: 113). Organizations must have the ability to coordinate strategic resources well, because it is the key to building competence and ultimately achievement of high performance. The principal as educational leaders have a crucial role in empowering all the resources at his school.

Principal leadership behaviors under empowerment paradigms insight into giving equal attention to both process and outcomes, developing a culture of empowerment, and valuing leadership development as transformational (Maxfield and Flumerfelt, 2009: 39). Empowerment of principals is more focused on the ability of school leadership. Leadership is a major aspect that must be owned by the principal. Effective school leadership will bring a change to the better for the school. Principals' leadership empowerment behavior was a significant predictor of teachers' innovative behavior and innovative climate; it was determined that there was a significant relationship between innovative climate and teachers' innovative behavior; innovative climate was found to partially mediate the relationship between principals' leadership empowerment behavior and teachers' innovative behavior (Sagnak, 2012: 35).

Empowering leaders can Obtain more trust, loyalty, satisfaction and identification from their

employees (Amundsen and Martinsen, 2014; Hon, 2011). Leaders are people who Often receive Reviews their power through inspiring trust, communicating a vision, focusing on the group process, demonstrating concern for subordinates and the empowering of others (Bennis and Nanus, 1985; Kouzes and Posner, 1987; Porter-O'Grady, 1992). Principals leaders Responded to five essential questions regarding what works, what does not work, the incentives, and the costs of principal leadership behaviors under empowerment paradigms; emergent themes of principal behaviors were identified from two perspectives, that of practicing principals and that of emerging teacher leaders (Maxfield and Flumerfelt, 2009: 39).

Fathurrahman (2012) based on the results of his research concluded that empowering principals can be implemented by: (1) provide training for candidates and who served as head of the school, empower principals held working group by providing principals with leadership materials; and (2) empower principals in building the quality of education by implementing a planned supervision and teacher empowerment by providing opportunities for teachers to participate in training or seminars, and requires teachers to join the Teachers Working Group. Indicated empowering the principal types of behavior include: (1) modeling of inclusion and collaboration; (2) serving the community; (3) sharing the big picture; (4) developing common beliefs about learning; (5) increasing outside information; (6) connecting teaching and learning; (7) highlighting SUCCESSES in teaching and learning; (8) demonstrating a caring community; (9) building trust through communication; (10) facilitating change; and (11) empowering student leaders (Bastian, 1995: ix).

Soft System Methodology Approach

Soft Systems Methodology (SSM) is one method of analysis with systems thinking to analyze real-world situations with complex and problematic, as well as in the development of human resources empowerment model secondary school-based schools. In essence, SSM supports the derivation of a roadmap from 'what is' to the 'what MIGHT be' by engaging the organization in a structured and logical debate about itself and what it should be doing (Wilson, 2001: x). SSM is the process of figuring out an action-oriented on problematic situations from real life everyday (Checkland and Poulter, 2006).

The users SSM do the learning starting recognize which situations to formulate and take action to rectify the problematic situation. The learning process occurs through an organized process in which real situations are exploited, using intellectual tools, thus enabling a focused discussion, then poured in a number of models of activity that builds upon the viewing angle (worldviews) pure. SSM is a process of learning and inquiry; the learning is about complex, problematically human activity systems, puposeful Eventually to taking action Aimed at improvement (Khisty, 1995: 105-106).

Referring to the opinion of Checkland and Poulter (2006), the Rukmana (2009: 120) concluded that, in principle, SSM has three main characteristics, namely: (1) understanding and analysis of the problem situation; (2) analysis of the relationships and roles of the parties involved; and (3) the analysis and the role of social stakeholders. SSM IS ALSO a process of managing, where managing is interpreted very broadly as a process of Achieving organized action. SSM Allows peoples' Viewpoints and Assumptions about the world to be brought to light, challenged and tested (Por, 2008: 335). Situation which SSM exist considered a problem, expressed not in terms of all-round system, but rather in the concept of structure and process, and the relationship between them (Checkland, 1999).

Checkland (1999) stated that the steps that must be done in applying SSM are: (1) describe the problematic situation (situation Considered problematic); (2) express the problematic situation in the form of rich picture (problem situation Expressed); (3) formulate a definition root (root definition of relevant systems); (4) create a conceptual model in the form of human activity (conceptual models of sytems Described in the root definitions); (5) comparing the conceptual model to the real world (comparison of models and real world); (6) to formulate the changes that must be made (changes systemically desirable, culturally feasible); and (7) setting the pace corrective action (action to improve the problem situation). The steps that must be made in applying the SSM is illustrated in Figure 1.

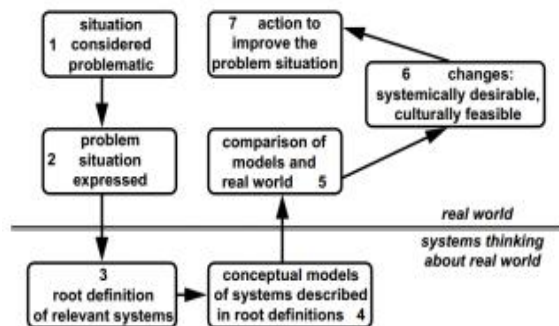


Figure 1. Steps of Soft System Methodology

Based on Figure 1 can be explained the steps SSM is Phase 1 Considered Problematic Situation, problems which meant more suitable called problem situation, because most problems to be solved more than one that needs to be identified one by one. Phase 2 Problem Situation Expressed, collect data and information by observation, interviews, workshops, and discussion followed by formulation and presentation of these problems, which is then cast in the form of rich picture. Phase 3 Root Definitions of Relevant Systems,

attributed the problem to the existing system, followed by making the root definitions that explain the process / transformation to achieve the goal (to do X by Y, to Achieve Z), to examine the root definitions by doing CATWOE analysis (customers, actors, transformation, worldview, owners, and environmental constrains).

Phase 4 Conceptual Models, create a conceptual system model for each system, the model is described by the activity model, which continues to define and measure performance (performance) model (efficacy, efficiency, and effectiveness). Stage 5 Comparisons with Reality, a comparison between the conceptual model with reality and usually will arise new ideas for change. Stage 6 Debate about Change, together with stakeholders the results of previous stages discussed, the result is a change, and such changes should be systematic (manner or purpose) and feasible to be implemented.

Principal Empowerment Through Soft Systems Methodology Approach

Departing from the assumption that the empowerment of principals is something that is complex and influenced by many factors (multidimensional), hence the need for an approach in order to achieve it. Approaches Soft System Methodology (SSM) be one of the alternatives that can be applied by the institution in order to empower principals. This was confirmed by Yadin (2013: 353) who argued that since SSM is Widely used for Investigating messy situations helping better understand the system while considering many view points, it was chosen for the study. The school principal is the key person education in schools. The principal is one of the key factors in Determining the establishment of quality education (Ekosiswoyo, 2007: 76).

The school principal determinant of the success of the school is an actor in achieving the objectives. The quality of education is affected how much optimization potential principals used. Empowerment of principals becomes crucial, because the optimization capabilities that use principals in developing education in schools is an important determinant of school success. Here are three stages of empowerment of principals with soft system methodology approach.

Phase 1 Situation Considered Problematic

Problematic situation in question is empowering school principals have not been fully oriented to the necessary competence principals as educational leaders, school principals dominant working time on the technical aspects of administrative, and lack of attention to learning leadership. This is supported by the survey results Bafadal (2016) found only 1 hour 28 minutes per

day to show the role of principals as instructional leadership. School principals who incidentally is the educational leader still get the effect of practical politics, which tend to ignore this aspect of professionalism. When principals are held have become a successful team when the local elections, will certainly damage the joints of education (Bramastia, 2010).

This reality has resulted reoriented education, because education is not fully oriented to the ultimate purpose of education, but the patron oriented ruling power at that time. Upheaval education who can not distinguish between professionalism and political importance of this, it may result in action to support the statement on the winning candidate. Implemented aspects of learning in the classroom by teachers lack the proportional portion of the principal in leading the school. Supervising principals teaching activities are still oriented on the administrative aspect, yet a lot of touching aspects of learning in a comprehensive manner. This is supported by studies conducted by the Education Sector Analytical and Capacity Development Partnership (2013: 12) who concluded self-assessment of competence for the implementation of the principal academic supervision in the low category. The ability of principals provide guidance to teachers through supervision needs to be improved.

This resulted in the teaching supervision carried out tends to be dominant with a directive approach. Supervision of teaching has not implemented a continuum ranging from the directive, collaborative, and non-directive. Teachers will develop when he is given the freedom which is responsible for the professional development efforts. Blumberg (1974) found that there are teachers who have less positive perception towards the principal orientations directive. Mantja (1989) based on his research concluded that teachers prefer opening the opportunity to use the ideas and responding to feedback, and do not like when only receive feedback granted. This statement implies that the teacher is more like the pattern of a collaborative and non-directive approach to supervision.

Phase 2 Problem Situation Expressed

When the principal of less mastering competencies required of an educational leader and leader of the study, the administration of education in schools will not be effective in achieving the objectives. School is the principal, informed that for better or worse depending on the school principal (Siswandari, 2012:19).

Values and ethics leadership is an aspect that must be considered also by the school principal. Leadership values are a number of key traits that a leader should possess in order to be effective and efficient leadership to achieve the goal. The main properties is like a spirit that makes a person able to operate successfully in order. Without the spirit of the position or title of a person as a leader means nothing.

Leadership that is rated good when leadership functions are run by ethical principles. Ethics in leadership is needed to support the sustainability values. A leader must consider in addition to the existing value must also comply with ethics in its environment. Educational leaders in every action must always think about whether it is true and it is wrong to do. Whether tindakanya accordance with prevailing values in society and whether it was worth doing for a leader who is a role model to his subordinates. In addition, the meaning of the principal now shifted into a position, not the leadership that displays educational properties. This is influenced by the view of education as a means of capitalization. The birth of the culture of materialism that affect education also contribute in assessing the principal as educational leader. Materialism is a philosophy of life that emphasizes the element of material objects.

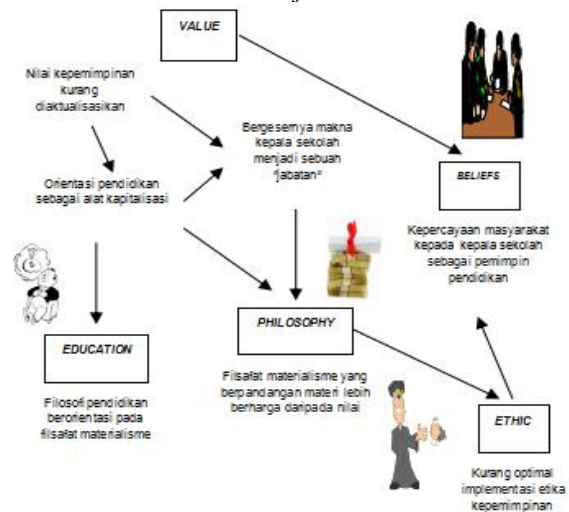


Figure 2 Rich Picture

Phase 3 Root Definitions of Relevant Systems

In order to fix the problematic situation described above, the need for a formula in the form of root definitions which aims to restructure the various views (rich picture) in the form of a statement description. CATWOE Analysis was used to develop its root definitions. The checking is aided by the CATWOE in terms of asking: who is doing what for Whom, and to Whom are they answerable, what Assumptions are being made, and in what environment is this happening (Wilson, 2012: 171). CATWOE Analysis As shown in Table 1.

Table 1 CATWOE Analysis

<i>Customers</i>	Citizens schools (vice-principals, teachers, learners)
<i>Actors</i>	Principals, supervisors, head of education
<i>Transformation</i>	educational leadership
<i>Worldview</i>	School principal competency development, strengthening of ethical values and leadership education, strengthening instructional leadership
<i>Owners</i>	School
<i>Environmental constraints</i>	Leadership, values and ethics of leadership, instructional leadership, school culture

Based on Table 1 CATWOE Analysis, formulation root definitions are empowering principals to focus on aspects of educational leadership by considering the values and ethics of leadership to create a climate of school work was good, make quick decisions and precise, confident, able to manage infrastructure, and exercise its authority as an educational leader. The role of supervisor and head of education is to develop the capabilities of the principal. Strengthening leadership is a systematic attempt while learning school leadership that prioritizes learning in leadership.

Phase 4 Conceptual Models

Root definitions is an attempt to structure the various structures and perceptions of worldview with continuous iteration, so the substance of the root definitions become problematic picture of the real (real world). Furthermore, to determine whether the transformations in the real world which is reflected in the rich picture (Figure 2) can realistically be resolved or obtained solution, need to be built a conceptual model, as illustrated in Figure 3. The process of modeling in SSM requires the analyst to step away from the real-world area of concern; the analyst is required to focus on the root definition and derive the minimum Necessary activities will roomates Achieve the purpose (s) of the defined system (Patel, 1995: 17).

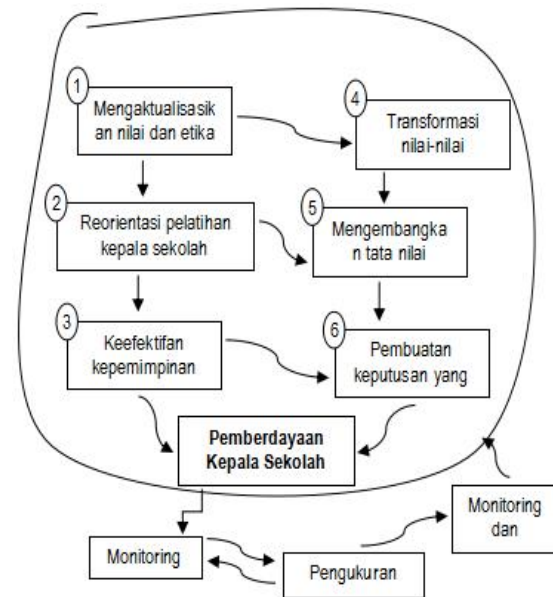


Figure 3 Conceptual Model

The conceptual model as illustrated in Figure 3 describes the steps that must be done (human activity) in empowering principals as educational leaders. The move was preceded by two parallel activities to do that is to actualize values and ethics of leadership and transformation of the values of local wisdom. The next step is to reorient the training of school principals based learning leadership and their expected effectiveness of instructional leadership. When the transformation of the values of local wisdom has been optimally performed, is expected to develop values education and school climate. School principals are expected to have the ability to make decisions quickly and accurately. All of these components form the basis of empowering principals as educational leaders.

Stage 5 Comparisons with Reality

As has been illustrated in Figure 3 that there are 6 components are reconstructed in order to empower principals as educational leaders, the sixth component is interconnected and influence each other and support each other in order to empower principals. The conceptual model compared with the real world (real world) to discuss (debate about change) in order to obtain the views of a worldview (Table 2). Monitoring of the six components is done by establishing internal control systems as well as incorporating elements of efficacy, efficiency, and effectiveness. The activities in the conceptual model is a series of alternatives that require follow-up action to achieve the desired transformation.

No	Activities in the Conceptual Model	Real-World Conditions
1	Actualize values and ethical leadership	Values and ethics are not yet fully actualized in educational practice, oriented positions
2	Reorientation training of school principals based learning leadership	Education school principal is still dominant on the managerial aspects of materialism and still oriented transactional
3	The effectiveness of learning leadership	Implementation of leadership is still dominant on the administrative aspect, yet oriented learning leadership
4	The transformation of the values of local wisdom (culture)	Theories about educational leadership still refer to Western theory, not optimal in tapping local wisdom values (culture)
5	Develop values education and school climate	Community values (and also educational actors) now tend to appreciate someone from the aspect of office
6	Making quick decisions and precise	No supports principals with adequate competence result in improper decision-making in solving problems

Table 2 Comparison of Conceptual Model in the Real World

Stage 6 Actions to Improve

After comparing the conceptual model to the real world (real world), subsequently arranged follow-up measures in order to make changes as an alternative to empowering principals as educational leaders. Changes and improvements were made in each of the activities are expected to reach the target model of empowering principals students overall (Table 3). Empowerment principals require strategic actions, especially the education office. The school principal should not be considered just an office, but a "mandate to educate," because that's what distinguishes leadership with leadership education in other fields. This is influenced also by the confidence the principal itself in designing a strategic plan to develop the school.

No	Activities in the Conceptual Model	Changes and Improvements Step
1	Actualize values and ethical leadership	Equipping prospective principals with the values and ethics based on the wisdom of local area
2	Reorientation training of school principals based learning leadership	The training is designed with emphasis on aspects of learning, because learning activities is at the core of education, so that the school leadership focus more on aspects of learning
3	The effectiveness of learning leadership	Strengthening lesson study involving principals (who acted as supervisor), making learning relevant principals will be able to create a climate of mutual <i>membelajarkan</i> among teachers
4	The transformation of the values of local wisdom (culture)	Strong school leadership is not only based on the position, but the actualization of the values of local wisdom in support of effective leadership
5	Develop values education and school climate	Leadership education is essentially a leadership capable of educating, so that the school climate is always tinged with learning (<i>teaser, love, care</i>)
6	Making quick decisions and precise	The essence of leadership is decision-making, so that principals need to have complete data on school organization they lead to decisions quickly and accurately

Table 3 Changes and Improvements Step

Based on the stages of SSM can be concluded that the empowerment of principals related to: (1) how to create a good working climate; (2) decision making; (3) self-confidence; (4) Facilities; and (5) exercise its authority as a leader in school education. These five factors influencing the creation of the workplace, psychological conditions, organizational commitment, and the presence of a leader in leading the organization.

CONCLUSION

Empowerment is a process that provides autonomy and greater decision-making to the workers in all the factors that affect the work. Empowerment of principals is more focused on the ability of school leadership. Leadership is a major aspect that must be owned by the principal. Effective school leadership will bring a change to the better for the school. Departing from the assumption that the empowerment of principals is something that is complex and influenced by many factors (multidimensional), hence the need for an approach in order to achieve it. Soft System Methodology (SSM) approaches be one of the alternatives that can be applied by the institution in order to empower principals.

Empowerment of principals becomes crucial, because the optimization capabilities that use principals in developing education in schools is an important determinant of school success. According

to analysis by the soft system methodology, empowering principals with regard to: (1) how to create a good working climate; (2) decision making; (3) self-confidence; (4) Facilities; and (5) exercise its authority as a leader in school education. These five factors influencing the creation of the workplace, psychological conditions, organizational commitment, and the presence of a leader in leading the organization.

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