Development of Mentoring Modules Based on Self-Reflection for Beginner Principal

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Abstract: This article is the result of the second year research (2018), with the aim of the research is to compile, test experts, conduct empirical tests, and finalize a self-reflection based mentoring module that is effective in improving personal, social, and professional competency of beginner school heads as leaders learning. The research method is carried out with a research and development approach. The research target is a number of beginner primary school principals in East Java Indonesia. The instrument research is questionnaires. The analysis data quantitative is descriptive statistics of central tendency. While qualitative data analysis uses content analysis. An effective self-reflection based mentoring module is divided into two modules. The first module is a visionary leadership module, which contains: (1) the competence to formulate a school vision; (2) staff formulate school missions; (3) staff formulate school objectives; (4) competency in formulating target schools; and (5) excellent programs compile superior schools. The second module is a strategic leadership module, which contains: (1) the success of analyzing the school environment; (2) strategies for formulating competencies; (3) competence in implementing superior programs; and (4) strategy pay competence.

Keywords: mentoring, self-reflection, beginner principal

I. INTRODUCTION

Some of the factors causing the low quality of principals' performance are: first, the principal competency standards set out in the Minister of Education and Culture Regulation No. 13 of 2007 concerning Principal Standards have not shown very strong alignments towards competencies that are closely related to the principal's main tasks as a learning leader.

Second, the government has a selection system for prospective principals in the appointment of school principals within the framework of regional autonomy, but the implementation of the selection system for prospective principals has not been maximized so that it has not produced new principals who are prepared with personal, social, and professional competencies as learning leaders. Moreover, in recent years the selection of prospective principals has been made into political commodities (Hoy and Hoy, 2009; Hoy and Miskel, 1987; Kansas State Department of Education, 2014). Therefore, there is a need for an effective set of induction programs for novice principals.

Indonesia with so many primary schools, namely 148,272 primary schools (Ministry of Education and Culture, 2014), requires an induction device that needs to be prepared in the form of a self-reflection-based mentoring module, which can be used by novice principals to improve their competence independently, so that the head beginner schools can quickly and effectively display good personalities,

enter the social environment of new schools, and begin their performance as effective learning leaders.

Therefore, it is necessary to develop or prepare a self-reflection-based mentoring module that can be used by novice principals to improve their competence independently (Boud, et al., 1996; Caldwell and Carter, 1993; Carr, 2016; Horng and Loeb, 2010). Based on the results of the first research (2017), the problems faced by novice principals have been identified, namely problems related to personality, professional, and social and an induction program that should be prepared to equip the novice headmaster.

First, with regard to personality problems, novice principals need to be equipped with integrity leadership, so induction is needed for beginner principals with a self-reflection-based mentoring module that is able to equip beginner principals with integrity leadership competencies.

Second, in connection with professional problems, novice 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 beginner 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 novice principals with a self-reflection based mentoring module capable

of equipping beginner school principals with inspirational leadership competencies.

II. METHODS

This research is the second research (2018) which is the first research continuation (2017). This second year study aims to develop four self-reflection-based mentoring modules that are able to equip beginner principals with competencies: visionary leadership, inspiration, strategic, and integrity.

The preparation of the four modules was carried out using the research and development (R & D) model of Borg and Gall (1992). The four modules are new products. Therefore, this study belongs to the highest level R & D category (level 4). Level 4 research and development is research that creates new products, creative, original, and tested (Creswell, 2009; Sugiyono, 2015; Gunawan, 2014).

III. RESULTS

Visionary Leadership Module

This visionary leadership mentoring module delivers Beginner Principals in starting to carry out their duties as learning leaders by providing direction on how to develop and or strengthen and or reaffirm the direction of school development, which includes the school's new vision, mission, goals, targets and programs he led. There are five mentoring activities in the visionary leadership mentoring module, namely: (1) mentoring the preparation and/or strengthening and/or re-validating the school vision; (2) mentoring the preparation and/or strengthening and/or re-authorizing the school mission; (3) mentoring the preparation and/or strengthening and/or re-validation of school objectives; (4) mentoring the preparation and/or evaluation and/or ratification of school targets; and (5) mentoring the preparation and/or preparation and/or re-approval of the school's flagship program.

Schools must have a vision as a direction for the school principal to lead his school. There are five things that need to be considered by novice principals in relation to the formulation of the school's vision, namely: (1) the importance of the formulation of the school's vision; (2) understanding of school vision; (3) good school vision formulation; and (4) steps to formulate a good school vision; and (5) steps to formulate the vision, reformulate the vision, or re-validate the school vision formula. These five things are described below:

1. The Importance of School Vision Formulations

School vision is a fundamental component that is fundamental and useful for schools to have a strategic plan as a road map to success. Murgatroyd and Morgan (1993) stated that the formulation of a good school vision is the beginning to lead a quality school in an integrated manner, starting with the formulation of a good school vision. Schools must have a vision that is accepted by all school residents, as a dream and towards the improvement of school quality, which inspires all school residents, especially in the future. A good school vision also informs parents and students, where the principal brings the school to the future. Furthermore, according to Murgatroyd and Morgan (1993) there are three functions of a good vision formula.

First, the formulation of an effective school vision will be a source of inspiration and a source of strength for all school residents, even all stakeholders. Vision is an aspirational description of what an organization will achieve. Second, the formulation of a good vision will be a consideration in making decisions (principals, teachers, and staff). There are many considerations that must be considered in making decisions. The principal must have the best consideration in decision making.

The formulation of school vision is the basis for choosing the most appropriate considerations and strongly supports the achievement of the vision. Third, with a clear vision, the principal can utilize all the resources and investments that the school has to achieve the vision. Not a little money is spent by the school to achieve school vision. Schools with a vision, all infrastructure facilities, human resources, and funds owned by the school, will be used to improve the learning process and achieve the school's vision.

2. Understanding School Vision

The school's vision can be interpreted as a statement that describes the form of an institution that is expected in the future. The vision provides a description of where the school will be developed within a certain period.

3. Good School Vision Formulation

A good school vision formulation provides a continuous direction for personnel at each level of how they must carry out their respective basic tasks and functions. Usually the vision and mission are formulated through the same collaborative process.

4. Characteristics of Good School Vision Formulations

The school's vision must be both in terms of content and formulation so that it becomes a clear direction for principals, teachers, staff, school residents, and all stakeholders in planning and implementing school programs in the future. Therefore, the formulation of the school's vision must be truly effective. Tenner and DeToro (1992) suggest that there are eight characteristics of vision formulations that are the source of institutional strength, namely: (1) an effective vision is an inspiring vision; (2) effective vision is a clear, challenging vision; (3) an effective vision is a vision that can make people know school, have flexibility, can be achieved, and stand the test of time; (4) an effective vision is a steady vision, but is constantly challenging and renewed; (5) effective vision is a vision that is characteristic of schools and becomes a controller when there are differences between school residents; (6) an effective vision is a vision aimed at empowering internal personnel and aimed at customer satisfaction; (7) an effective vision is a vision prepared for the future based on the past; (8) effective vision is a vivid and specific vision, not too broad in scope.

5. Steps for Good School Vision Formulation

There are five steps that can be taken by the principal or educational leaders in formulating a school vision or institutional vision. The first step is to eliminate obstacles in the formulation of school vision. The obstacles in the preparation of school vision are usually inseparable from the aspects of life that are inseparable from school residents, both internal schools and external schools. When these obstacles no longer exist, the school vision can easily be made. Eliminating these barriers, including anticipating the possibility of barriers at the start, middle and end of the formulation of the school vision.

The first obstacle is related to human nature which tends to be hasty and origin. These traits were brought in the context of school vision making which was done in a hurry, without careful thought. Moreover, it is often given the final deadline for submitting the vision formulation ordered by superiors. Indeed, in the explanation of an effective vision statement in advance, it was emphasized that the vision formula must be short, around 20-25 words, but in its formulation requires longing, reflection, and thinking. Don't rush vision statements; thus causing skepticism, stress, and distrust, which will lead to a statement that will eventually be ignored. The second obstacle that is predicted to emerge is the feeling of worry for school residents who are affected by the change.

For them, the formulation of a new vision and mission surely requires them to make adjustments in the direction of achieving a new school vision. In order to eliminate or minimize these obstacles, principals need to have an ongoing internal dialogue with vice principals, teachers, laboratory staff, librarians, and staff, even with students and parents, the Dialogue, not just before the preparation a new vision, but also during the preparation of a new vision, that is also needed after the completion of the new vision. The things that need to be used as material for the dialogue, for example about the need for a new school vision, believe in a new school vision, believe that schools with all their citizens will be able to reach a new school vision, all school residents can support the achievement of a new vision, all school citizens can prosper with a new school vision, behaviors that can be continued and behaviors that are not followed by a new school vision formula.

The second step is the formation of a school vision formulation team. The school vision formulation team is a representative of school stakeholders, consisting of principals, vice principals, teacher representatives, staff representatives, student representatives, parent representatives. In formulating a private school's vision, it is also necessary to involve representatives of the foundation. The third step is the School Vision Formulation Team starts working by collecting data as complete as possible. Before formulating a vision, the Formulating Team should collect data as completely as possible. The data is the basis for producing a challenging but still realistic vision. Complete data is the foundation in formulating an effective school vision.

The data also needs to be presented in the each dissemination of the vision formulation to school residents, so that they are confident that the new school vision can be achieved. Important data can be found anywhere (in day, weekly, monthly or annual sizes from the school community). The data in question are: the results of school accreditation, teacher competency, student attendance level, community participation, student academic achievement, parents' socio-economic status, supporting factors that the school has, values held by the school and around the school. Based on these data, the School Vision Formulation Team began conducting workshops or focus group discussions, through the following processes: (1) reviewing and reflecting on data collected; (2) evaluating the existing vision formulation; (3) identification of attention and action; (4) creating a good vision formula that is collaborated from the beliefs of each member of the School Vision Formulation Team; and (5) translating beliefs into the essence of learning and ending with the formulation of the draft school vision.

The fourth step is the Vision School Formulating Team holding a discussion or seminar draft school vision formulation by inviting all or most of the school's citizens or stakeholders in the framework of the presentation of the school vision. The aim is to get input from all or as school citizens or stakeholders. In addition, it is also hoped that the formulation of the new vision will be felt as the property of all school citizens or stakeholders, because it is involved in the formulation process. If the formulation of the new vision belongs to all school members or stakeholders, then it is almost certain that in the future all school citizens and stakeholders will support the process of achieving the school's vision.

In the discussions and seminars the participants were asked to provide critics on the draft school vision formulation, which was guided by several questions, for example as follows. What patterns did the participants see about the school vision formula offered? Do participants like or dislike the draft school vision? Can the participants easily understand the draft school vision? Are the participants really aware that the draft school vision formula is very challenging and realistic? Is the draft of the school vision formula quite short? Is the draft school vision statement giving clear direction? The fifth step is the Vision Formulation Team to improve and finalize the formulation of the vision for input from all school residents and stakeholders.

Strategic Leadership Module

This strategic leadership mentoring module is a guideline for novice principals in starting to carry out their duties as learning leaders. This module provides direction to school principals, how to compile, establish, and re-authorize the direction of school development. The components in this module are: environmental analysis, strategy formulation, strategy implementation, and evaluation of the new school strategy he leads. The strategy is a formula for achieving the school's vision, mission, goals, targets

and programs. Three important things in the strategy are: means, end, and way, which is knowing and understanding the goals to be achieved by looking at the resources that exist in the school and the path taken towards that goal. The process of implementing strategies, namely: (1) analyzing the environment; (2) formulating strategies; (3) implementing strategies; and (4) evaluating the strategy.

As a school leader, it is important for the principal to understand the process. The things that must be implemented by the principal are: (1) understanding the dynamics of the internal and external conditions of the school; (2) building a team to formulate a strategy formulation; (3) lead the school in implementing the strategy; and (4) carry out evaluations on an ongoing basis, so that strategies can be implemented effectively and efficiently. The characteristics of strategic leadership are:

1. Visionary, missionary and strategic. The principal in this case: (a) possesses, understands, and communicates the vision and mission; (b) able to formulate and realize strategies; and (c) have extensive knowledge, skills and insight.
2. Change-oriented. The principal as leader: (a) likes and is always involved in change; (b) have clear objectives and directions; (c) future oriented; and (d) able to set priorities.
3. The principal is able to build strong relationships. This can be seen from: (a) the attitude of the principal in acting wisely; (b) involving teachers and staff in developing ideas; (c) giving teachers and staff the opportunity to make decisions; (d) always settle responsibilities immediately and have extensive social networks with various parties.
4. Principals have personal styles and personal skills, such as proactive, passionate, emotional control, caring for teachers and staff, working beyond money and power, and taking risks.

The principal in order to get the strategy formulation must carry out the stages which include: orientation, evaluation, and control. The principal at the orientation stage integrates the views and opinions of the teacher and staff. The result of orientation is data. Evaluation is done to process data so that some alternative policies are obtained. The next step is to exercise control over the chosen alternative.

The principal must look more deeply and integrate information in carrying out orientation, evaluation and control. Strategy implementation requires clear program, budget and procedure support. The principal in determining the program to be implemented must be based on: (1) the school's vision and mission; (2) school strengths and weaknesses; and (3) school needs. The analysis that can be used by the principal is the SWOT analysis (strength, weakness, opportunity, thread). Principals with SWOT analysis: (1) analyze school strengths and weaknesses (internal conditions); and (2) analyzing school opportunities and threats (external conditions).

The strategic school principal must be aware that he is a symbol of school. The principal in his daily life must be a role model for teachers, staff, and students. The thoughts, attitudes and behaviors shown by the principal are a reflection of his school. Therefore, the school principal in making decisions must consider wisely with a forward-looking view (see the impact on the school). The principal must understand his strategic position to implement the strategy.

The strategic school principal has units that help him to carry out technical or derivative activities in supporting the achievement of the school strategy. The principal must focus more attention on human resources in the school. Human resources owned by schools are the main resources. The good and bad of the success of a school's strategy is very much dependent on the way human resources run the school. The role of the principal as a strategic leader after understanding the internal and external conditions of the school is to be able to awaken and mobilize human resources to always be passionate in the process of formulating and implementing strategies.

This study has developed four mentoring activities that are integrated in the strategic leadership mentoring module, namely: (1) mentoring to analyze the school environment (internal and external); (2) mentoring the development of school development strategies; (3) mentoring implements strategies; and (4) mentoring evaluates strategies.

Mentoring Activities for Beginner Principals

The procedures for implementing environmental analysis are: (1) determining the relevance of the environmental level; (2) determine the level of relevance of strategic issues; strategic issues are environmental factors, both inside and outside the school that have an influence on the school's ability to achieve its goals. The main task of the principal is to determine which issues are strategic and which are not; and (3) applying environmental analysis techniques.

Strategy formulation, in the case of the principal optimizing his strategic leadership by considering matters: (1) the school determines the school's mission and goals; (2) schools analyze opportunities and threats; and (3) schools analyze strengths and weaknesses. From the consideration of these three things, the school then determines the appropriate school strategies. The selection of school strategies related to competition will answer 3 important things, namely: (1) where the school will compete, on which products and markets the school will compete; (2) how schools compete, schools will compete on quality, price, reliability, customer service, speed or other things; and (3) what schools compete with, what resources will be used to win the competition, do schools need to acquire resources, develop school resources to win the competition. Third, the school strategy related to competition must be made with a strong and detailed understanding; failure to understand in detail will lead to failure of strategy implementation.

Implementation of the strategy, the school then takes steps to implement the strategy from the strategy formulation that has been established by the

principal, educators and education personnel. The school then adopted this strategy by implementing a school structure that supports strategy formulation, allocates school assets in the implementation of strategies, and ensures that schools have educators and education personnel who have the ability to carry out school strategies, run a reward system to motivate educators and education personnel to work productively.

The process of strategic leadership cannot be said to be finished when the school decides what strategy to pursue. Schools still have to translate the formulation of the strategy into strategic action by making standard operating procedures. Schools must always remember that as good as any strategy formulation, it will only be rhetoric if it cannot be implemented properly. Therefore, in order for schools to achieve their goals optimally, in addition to being able to formulate or formulate strategies, schools must also be able to implement these strategies effectively. If one of these steps cannot be implemented properly, then it is not impossible that the school will fail. In fact, even a perfect strategy formulation will only give a minimal contribution to the achievement of school objectives if it is not able to be implemented properly.

Many schools waste their resources (money, time and energy) to develop a powerful strategic plan. But schools must remember that change will only occur through an implementation, not just planning. The formulation of a strategy that is technically imperfect if implemented properly will result in better results compared to the formulation of a perfect strategy but only on paper. This is supported by the results of research on 31 manufacturing industries, where the results show that the performance obtained by the school is not only determined by the strategy, but more due to the effectiveness and efficiency of the school in implementing the strategy.

Actually, in the use of concept formulation tools and tools, there was no significant difference between small, medium and large schools. However, in the implementation of the strategy, there are significant differences based on the type and size of the school. Strategy implementation requires actions such as: changes in school structure, resource allocation, compensation programs, changing pricing strategies, school culture, making better management information systems, and so on. To facilitate the implementation of the strategy, principals must formulate and make standard operating procedures. The operational standard procedure will explain three things, namely: (1) who will carry out the formulated strategic plan; (2) what to do; and (3) how will the human resources responsible for implementation carry out the various aspects needed? The systematic writing of standard operating procedures is: the cover of standard operating procedures (the name of the flagship program, the school logo, and the name of the school); legal basis; aim; target; scope; Person in charge; reference to excellent programs; procedure of activity; activity flow chart; and description of activities.

The supervision phase of all school strategic activities is carried out by the principal, whether the flagship program has run in accordance with the chosen strategic planning, and using a comparative analysis method of the actual achievement conditions compared to the initial planning. Evaluation methods can be applied in annual, semester, monthly or weekly periods, so that all deviations can be evaluated and improved on their performance with expectations, everything that has been planned can run properly in accordance with the standard operating procedures that have been made.

The purpose of evaluating the superior school strategies or programs is: (1) knowing the achievement of the targets that have been set; (2) knowing the targets that have been and have not been achieved; (3) knowing the inhibiting factors of target achievement; (4) knowing the efforts that have been made in order to overcome obstacles; and (5) identify elements of program planning and implementation that need to be improved and developed so as to obtain more optimal results for the future.

IV. DISCUSSION

The effectiveness of quality and quality learning requires the existence of principals who prioritize learning leadership (Bafadal, et al., 2015; Crow and Matthews, 2002). The statement has consequences, namely the prospective principal as a learning leader, must have personal, social, and professional competence. The purpose of this study is to develop a self-reflection based mentoring module that can be used by novice principals in improving their personal, social, and professional competencies. The hope is that prospective principals can quickly and effectively demonstrate good personality entering the social environment and start working as a learning leader in a new school.

A good school is a school that is oriented towards achieving learning goals, both academic and non-academic (Townsend, 2002; Frymier, 1984). A good school also emphasizes continuous improvement processes in order to support students to achieve maximum performance (Ingersoll, 2003; Ingersoll 2012). Edmons (1979) states that there are five characteristics of good schools, namely: (1) a deep understanding of teaching; (2) a comfortable and orderly climate for teaching to take place; (3) the expectation that students have at least mastered certain knowledge; (4) student assessment is based on the results of measuring learning outcomes; and (5) attention and leadership of school principals to the quality of teaching.

Effective schools have characteristics: school ethos, good class management; the teacher has high expectations; the teacher is an example for his students; schools provide positive feedback and good treatment to students; have good working conditions for teachers and staff, a good learning environment for students; students feel they have the responsibility to look after the school; and the existence of joint activities by school residents (Kolb and Fry, 1975).

Effective schools are determined by the role of the principal as a learning leader. The principal as a learning leader must always try to focus on efforts to

improve the quality of learning (Blankstein, 2010; Leithwood, et al., 2004). This is because the quality of the school is determined by the quality of the learning process itself. That is, the principal must be learning oriented, by emphasizing his duties on the main aspects of learning support.

The principal task of the principal is to strengthen all aspects of the school, in order to grow creations and innovations as much as possible to achieve optimal learning goals (Nussbaumer, et al., 2012; Paliokas, 2013). The task can be achieved if the principal has the competence and ability as a learning leader. However, the thing that must be realized is that not all principals who have since been appointed can carry out their duties smoothly, well and without constraints (New Teacher Center, 2007; The Wallace Foundation, 2007), especially new principals or even more heads the school that was appointed without having a scientific background became the principal.

The school principal is appointed through clear and structured stages and procedures. Teachers who get additional assignments as principals, are basically considered worthy to become principals. Based on the competency point of view, the principal is a person who has the capability to fulfill his duties as the principal. Academically, the principal's certificate becomes tangible evidence, which academically guarantees that capability. That is, there is no doubt about the potential failure of the principal in leading the school.

V. CONCLUSION

A self-reflection based mentoring module that is effective in improving the visoner's, inspirational, strategic leadership competence and integrity of the novice headmaster as learning leader is divided into 2 modules. The first module is called the visionary leadership module, which contains: (1) competence in formulating school visions which become the school's ideal of 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 developing 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 module is called the strategic leadership module, the module contains: (1) competence in analyzing the school environment, both internal and external environment using SWOT analysis; (2) competency in formulating strategic namely by formulating activities in supporting superior programs in accordance with school conditions; (3) competency in implementing superior programs using the standard operating procedures that have been approved; and (4) competencies in evaluating strategies that have been formulated using standard operating procedures to determine the achievements of the programs and activities that have been formulated.

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