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The New Role of Principals in Improving Teachers' Personal Mastery at Schools in Indonesia

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Abstract

The aim of the study was to investigate the new role of principals at senior secondary (SMA) State 1 Lamuru in Bone district in improving teachers' personal mastery. The new roles covers aspects such as designer, teachers, and steward. This sample consists of 40 teachers from secondary school in Lamuru. The researcher developed and tested the questionnaire to ensure the validity and reliability by conducting a pilot study. This study uses the Alpha-Cronbach to analyze and find its values for the principals as a designer, (overall 0.743); the teacher (0.751), and steward (0.678). Meanwhile, the Alpha value the personal mastery was at (0.675). The findings revealed that teachers evaluated their principals at the high level for each dimension. Whereas the finding obtained between the new roles of principals and personal mastery of teachers is at the fair level on each dimension. Therefore, the principals were hoped to play a recent responsibility more effective in schools in such a way the teachers' personal mastery could be more increased.

Keywords: *New role of principals, designer, teacher, steward, Personal Mastery*

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Introduction

The improving of Indonesian educational quality was delivered from elementary school level until the tertiary education which was as stated in the Indonesian Law number 20, 2003. The main objective of Indonesian national education system guarantee the spread of education; improve the quality, relevance, efficient education management to face local, nation and global challenges. It must be able to bring wind of change to students facing era of competitiveness and globalization (Depdiknas, 2003).

The school Principal is the one who has important role in managing learning and teaching process to reach the education goal in school. His role is to lead, manage and control learning and teaching process (Mohd Najib, 2010). Mohd Anuar & Nor Azah (2011) also added that school principal should have broad and modern knowledge enabling him to manage learning and teaching competently and qualifiedly. One of the main roles of the principal is to keep conducive atmosphere of school to gain the desired objectives (Lokman Mohd Tahir & Robiah Sidin 2008). Furthermore, Ayob (2005) state that learning organization is needed to hold persistently teaching and learning. It is an organization which a group of people who always increase their competencies and work together to gain the desired goals. According to Senge (1996, 2002); Marquardt (1996) maintained that, learning organization consisted of personal mastery that refers to personal building, identifying crucial part and evaluating the program clearly. He should also has personal mission and commitment to the truth. Gabriel (2005) mentioned that principal should has intelligent staff who can assist to manage the school successfully. Principal must develop personal mastery of the teachers and all staffs.

Matry (2008) emphasized that the school principal is a staff who has authority and important several roles such as teacher, controller, leader and manager in school. Lokman & M. Al-Muzammil (2008) added that the principal is a staff who is responsible for managing school and community respects him as a leader that will produce young qualified generation who has knowledge, moral competency and self control in facing the era of globalization (Danielson, 2006). The Principal needs to know how to manage the school well to reach the purpose of education successfully.

In Indonesia by Raihani (2010) mentioned that the role of the principal have been given less attention. She reported that there are many of Indonesian principals that do not have certificate to play their roles as principals and some of them are only High School graduate particularly in rural areas. There is also no specific formal requirements to be principal (Syafaruddin, 2010). Futher, Umairso & Gojali (2010), said that one of the success gauge of Indonesian education is to gauge the human resource symbolized by the increasing quality of affective, cognitive and psychomotor in community life, nation and religion.

Based on the above description and the National Education objectives stated on Indonesian Law number 20(2003) competence development, self confidence, believe in One Supreme God, have high moral. Healthy, self-reliance, qualified, creative, self-reliance, be a good and responsible citizen of Indonesia is the competencies that will be emphasized in realizing the Indonesian school vision. Nevertheless, the education practice in Indonesia stress on development of cognitive of the students (Darmaningtyas, 2004). Consequently, many graduates cannot participate in community life, competitiveness and behave disorderly with religion Raihani (2010).

In the era of education decentralization, school performance is determined by the role of the principal who has authority as a manager. Usman (2009) said that 80% of the quality of education in Indonesia is determined by the good management of a principal. The quality of learning must be improved to reach the goals of education and to face the global competitiveness (Senge, 1996).

There are four aspects that should be owned to develop personal mastery: (1) have self-consciousness; (2) able to equate individual mission and collectiveness mission to reach the intention of organization; (3) know his role and capability among the staff members and have good interpersonal relation; and (4) have commitment toward truth and create good relation to the environment and community (Tjakraatmaja *et al.*, 2006).

Based on the above procedure, a case study that tries to investigate the personal mastery of the teacher in SMAN 1 Lamuru (Senior High School in Lamuru, I found that the personal mastery of the teacher is varies. Danim (2005) said that one of the education crises is teachers has not enough personal mastery and this is the role of a principal to develop it.

The study is aimed to analyze whether the principal play new roles as designers, teachers and steward in SMA Negeri 1 Lamuru, and to determine the relationship between principal as designers, teachers steward and personal mastery of teacher in SMA Negeri 1 Lamuru.

Conceptual Framework of The Study

This study used Senge Model (1996) an analyzis the relationship between the new role of principal with their personal mastery, based on the perception given as Figure 1.

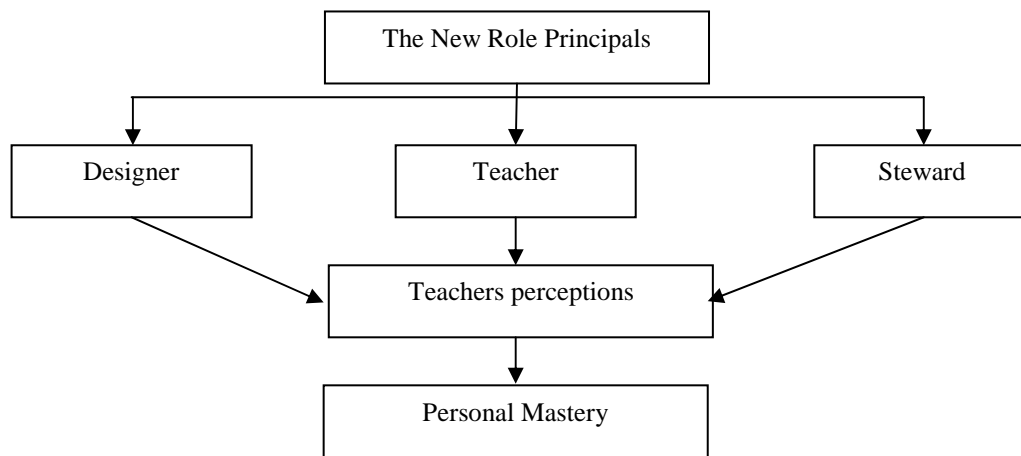


Figure 1. Conceptual Framework research

The New Role Principals

According to Sange (1996) learning organization demand new role of principal as designer, teacher and steward: The principal as a designer is specified by: designer social organization (vision, mission, culture, and object); designer of idea, structure and organization strategy; and designer of learning activities. The Principal as a teacher is specified by: to design teaching plan; to motivate teachers to be loyal, dicipline and think creatively and innovatively; and being a facilitator, teachers, and trainer. The Principals a steward is specified by: to communicate and socialize; to motivate teachers; and to aid teachers in teaching and learning.

Personal Mastery

According to Hutapea & Thoha (2008), personal mastery development is used to increase personal performances of the administrators. It determines the success of school organization. Futher, Senge (1996) states that the quality of personal mastery is characterized by the dicipline as follows : (1) the competency to express his personal vission; (2) creatifity; (3) trust; (4) commitment; and (5) conciousness.

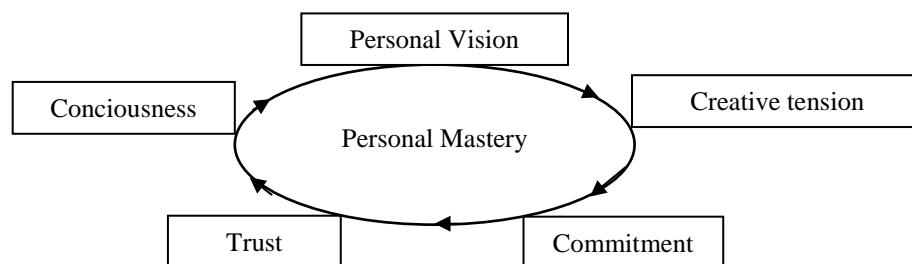


Figure 2. Personal Mastery

Based on the Figure 2 above, it can be described as to build the personal mastery is begun from a personal vision which is regarded as a picture of the future that will be reached by person. Having a personal vision is the first step to success. Then , creative tension that is defined as the enthusiasm and the ability to create the desired vision of the truth which has been believed always encourage a person to do actions or move. Next, how one can identify himself with the organization and bounds the purposes to be achieved is called commitment. The ability to build up trust among members will create a good situation in organization. Then, to perform an activity in organization, the awareness of organizational members is highly demand. Awareness will not be easy to come by itself in lives,

because consciousness has a very close relationship with daily behavior, where, what and how we will reflect under the control of ones' hearts. Those are the efforts done to build up a personal mastery.

Methodology of The Study

This study use instrument developed by researcher to measure the new role dimension of principal as designer, teacher and steward based on the Senge model (1996). The pilot study is used to ensure the validity and reliability of the instrument (Sekaran, 2003; Azizi *et al.*, 2006; Mohd Majid,2000; Sidek, 2002; Sugiyono, 2006).

This study is preceeded by pilot study to ensure the validity and reliability of the instrument by distributing quetioneire to 40 teachers. The Value of coefficient correlation is determined more than 0.321 for each items. The Alpha-Cronbach value of each items of the instrument is reliable.

Table 1. The Alfa-Cronbach value of reliability based on the new principal roles as designer, teacher, steward and Personal mastery.

Dimension	Alpha Value
Designer	0.743
Teacher	0.751
Steward	0.678
Personal mastery	0.675

The Alpha-Cronbach value obtained for 10 items new roles of principal was as a designer is 0.743; 10 items new role of principal as teacher is 0.751; 10 items new role of principal as measure is 0.678; and 10 items of personal mastery is 0.675, see figure 1. The value index is 0 until 1. 0 means lowest level of reliability, 1 the highest level of reliability and 0.6 is accepted value instrument (Mohd Najib, 2009).

Descriptive statistic is used to analyze value obtained the role of principal as designer, teacher and steward. Standard deviation and mean score is used to analyze each dimension. Inferential statistic is focused in determine relation among variables. The variables is the new role of the principal as designer, teacher, steward and personal mastery.

The respondent of this study is 40 teachers who teach in Lamuru area. The measurement of new principal role dimension is based on Likert scale, mean score 1.00 until 2.33 categorized low level, mean score 2.34 until 3.67 categorized fair level, mean score 3.68 until 5.00 categorized high level. Correlation moment product value 'r' is used to determine relation between the new role of principal dimension and the personal mastery. Value index 0.00 until 0.199 interpreted very low, 0.20 until 0.399 interpreted law, 0.40 until 0.599 interpret fair, 0.60 until 0.799 interpreted high and 0.80 until 1.000 interpreted very high.

Research Findings

Inferential statistics is used to answer the first objective of this study. Mean score is used to determine the new principal role of dimension level as designer, teacher, steward and personal mastery. The finding is as follows Table 2.

Based on the finding of new principal role, it was a designer implementing Senge (1996), principal must play new role as designer, found that the mean score of the item "designing school culture values" was 4.50. The mean score of the item "designing school culture" was at 3.55. This means the score and the mean score of overall was 4.07 , seeTable 2. It means that the new principal role as designer was played based on the teacher perception in SMA Negeri 1 Lamuru.

Based on the data obtained of the new principal role as teacher implementing Senge (1996), principal must play new principal role as teacher, found that the mean score of the item "make semester program" was 4.40.The mean score of the item "make lesson plan" was 3.20 and mean score of overall was 3.98, see Table 2. It means that the new principal role as teacher was played based on the teacher perception in SMA Negeri 1 Lamuru.

Table 2. New principal role as designer, teacher, steward and personal mastery.

1. Designer	Mean Skor	Level
Designing school culture values	4.50	High
Designing school structure	3.55	Fair
Overall	4.07	High
2. Teacher	Mean Skor	Level
Make semester program	4.40	High
Make Lesson-plan	3.20	Fair
Overall	3.98	High
3. Steward	Mean Skor	Level
Give innovative idea about teaching and learning in school	4.40	High
Motivate teacher to develop personal vission	3.58	Fair
Overall	3.95	High
4. Personal Mastery	Mean Skor	Level
Have a high commitment to work	4.40	High
Able to gain the target	3.63	Fair
Overall	4.09	High

Based on data obtained of new principal role as steward implementing Senge (1996), principal must play a role as steward. It was found the mean score of the item “ give innovative idea about teaching and learning in school” was 4.40. The mean score of the item “motivate teachers to develop personal vision” was 3.58. The mean score of overall was 3.95, see Table 2. It means that the new principal role as steward was played by the principal of SMA Negeri 1 Lamuru based on teachers perception.

Table 3. Coefficient correlation value for the new principal role as designer, teacher, steward and personal mastery

		Personal Mastery	Designer	Teacher	Steward
Personal Mastery	Pearson Correlation	1	.474**	.550**	.528**
	Sig. (2-tailed)		.002	.000	.000
Designer	Pearson Correlation	.474**	1	.839**	.854**
	Sig. (2-tailed)	.002		.000	.000
Teacher	Pearson Correlation	.550**	.839**	1	.891**
	Sig. (2-tailed)	.000	.000		.000
Steward	Pearson Correlation	.528**	.854**	.891**	1
	Sig. (2-tailed)	.000	.000	.000	

Based on the study of teachers personal mastery indicator implementing Senge (1996), one must has personal mastery for his task. The data obtained, see Table 3, it was found the mean score of the item “ have a high commitment to work” was 4.40. The mean score of the item “ able to gain

target” was 3.63 and the mean score of overall was 4.09, see Table 2. It means that the teachers personal mastery in SMA Negeri 1 Lamuru was high (good). Each teacher has personal vision , they can share each other and work together. They can do their duty and has commitment. Being fail is an opportunity to find solution. For the Pearson coefficient correlation (r) of the new role of principals as a designer, teacher, and steward with the teachers’ personal mastery is shown in Table 3.

The above table answers the second statement problem of this study is to determine the relation between the new principal role as designer, teacher, steward and personal mastery. Based on SPSS 17.0 series, the study found that coefficient correlation between the new principal role as designer and personal mastery was 0.474; the new principal role as teacher and personal mastery was 0.550 and the new principal role as steward and personal mastery was at 0.528. It means that the coefficient correlation value between new principal role and teacher personal mastery was fair.

Discussions

This study involved 40 teachers. Teacher perception is used to know whether the principal play new role as designer, teacher, steward and personal mastery. This study is also conducted to determine the relation between the new principal role and teachers’ personal mastery in SMA Negeri 1 Lamuru, Bone district. Senge (1996) was guidance in carrying out this study. This finding is hoped to be guidance for principal to increase the quality of teaching and learning.

The finding indicate that the new principal role as designer was dominantly played by the principal of SMA Negeri 1 Lamuru (mean was 4.07 and deviation standard was 0.84). It is logically true that a principal must work together with teachers, design structure and school social organization, design the teaching and learning in school. Senge (1996) stated that the main role of principal is to design structure, social school organization and teaching and learning. Ray (1989) added that the main duty of a leader is a designer of social organization which consists of vision, mission, value system and goals. Further, Drucker (1997) said that a leader is responsible to design vision, mission, goal, priority and scheduling. Designing is important to estimate the future and anticipate needed action (Omaridin, 1999). The principal role as designer is hoped to anticipate and adapt with the change of environment.

The second new role of principal was played by the principal as teacher (mean was 3.98 and deviation standard was 0.87). According Senge (1996) the second new principal role must be played is teacher. He should make learning design, be discipline, be creative, be innovative, and be a facilitator in the school activities. The regulation of Indonesian National Education Minister Number 28, year 2010 says that principle is a teacher who given added-duty to lead a school. A principal is important educational leader because he is directly involved with teaching and learning process in school (Purwanto, 1998). Further, Lazaruth (1994); Nawawi (1996); Hussein Mahmood (1997) added that principal does not involve academically in school but also involve in out of school. Principal should effectively maximize the school potential, guide the students in learning and teaching and evaluate student progress.

The third new principal role is played by the principal of SMA 1 Lamuru is principal as steward (mean was 3.95 and deviation standard was 0.88). According to Senge (1996) the new principal role must be played by principal is steward, communicate and sociate with members of organization, motivate teachers and assist teachers in teaching ang learning. Purwanto (1998); Rochim & Irmin (2008), said that the role of principal should be played as steward is to assist teacher and school staff to develop their profession, to increase his wages on time based on regulation, to solve problem. The findings of this study indicate that the new role of principal as designer, teacher and steward has positive effect in supporting teachers’ personal mastery. It means that there was positive relation between new principal role and personal mastery. According to Senge (1996) said that, a leader (principal) must be able to design, create and integrate the component of organization to desired goals. A principal must be able to assist teacher and staff success, be a good teacher. Consequently, teachers and staff are motivated to improved their personal mastery (Kamarul Azmi *et al.*, 2010; Rivai & Mulyadi, 2009)

Conclusion

Based on the findings above, it indicates the new principal role as designer, teacher and steward in SMA Negeri 1 Lamuru was in high level. This means that the principal of SMA Negeri 1 Lamuru can design, be a teacher, and support the activity relating to the indicators implementing Senge models. The coefficient relation between the new role of principal as designer, teacher, steward and teachers’ personal mastery in SMA Negeri1Lamuru was fair. This indicates that there was a significant

relation between the new principal role as designer, teacher and steward with personal mastery. There were many factors can influence the new role of principal in improving teacher personal mastery in SMA 1 Lamuru, Bone District.

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