

**A LEADERPRENEURSHIP TRAINING MODEL
FOR ELEMENTARY SCHOOL PRINCIPALS
IN THE FRAMEWORK FOR GUARANTING
SCHOOL QUALITIES**

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ABSTRACT

Efforts to the quality, assurance of the school level requires the parties directly responsible for the quality of service to stakeholders in education, especially in the service of learning. Principals as school leaders and managers have a role in ensuring the quality of school education, although schools are on limited resources and sources of funds, the principal office must be able to have a dig requirements, lead, empower and open participation of stakeholders effectively. Based on the identification of the primary head of Management Training in 2005 was organized by the Training office in Bandung, that the skills that should be owned by the school with limited resources many schools are in leadership .skills, entrepreneurship (leaderpreneurship). The essence of leadership is the ability leaderpreneurship be based by the entrepreneurial spirit to respond to the demands strategic environment, its limitations and the strengths and challenges into opportunities to achieve toe school. Leaderpreneurship have competency: head of school able to self-reliance aid planning, school quality,, able to organize school activities effectively, implement all activities that have been developed, which has a strong personality, able to communicate ideas / thoughts and school programs, personnel and influence stakeholders to achieve the god of schools, and able to manage financial resources and school in a participatory, transparent and accountable, in order leaderpreneurship development, the researchers created a model for training principals leaderpreneurship both the new and old who have served as a form of quality assurance in schools.

Keywords: *Leaderpreneurship, Elementary School, Principals*

A. Introduction

A key of successfulness facing various internal and external changes in institutional education is depend on school principal abilities to respond it nicely, creatively, dynamically, and precisely. These abilities might become worn out because of not only the transitional time but also the development of science and technology. However, developing education quality, the school principal's ability training should be organized seriously.

All of school personnel such as teachers, principals, supervisors should make every endeavor to yield the quality of education. The quality message must reach people's hearts and their minds. But that way, as a formal organization which characterized by an authority or hierarchy, schools accomplishing the goals will very influenced by its principal. As ter as school principals have abilities to respond the various changes they will become a significant leader tor undertaking the quality.

That school principals as leaders are very important to be developed, their competencies in existing quality must be guaranteed. The reason, commitment to education quality has to bea prime role for rincipals, and an essential function of their leadership is to enhance the quality of education. In other words, without a good.

Leadership which contributes to accomplish the goals, the improvement process cannot be sustained. Xaviety (2004) depicted that like a navigator running the ship and tording the ocean, principals arrange and manage all thing that there is at school. Thereby, the principals must be in control of grounding toe school and toe children learning (available: <http://artikel.us/xaviery.html>).

More over, to occupy their positions the principals must have several competencies that required, e.g. Connecticut State Department Of Education (1999) list of its qualifications:

- (1) The Educated Person,
- (2) The Learning Process,
- (3) The Teaching Process,

- (4) Diverse Perspectives,
- (5) School Goals,
- (6) School Culture,
- (7) Student Standards and Assessment
- (8) School Improvement
- (9) Professional Development
- (10) Integration of Staff Evaluation, Professional Development and School Improvement
- (11) Organization, Resources, and School Policies,
- (12) School-Community Relations.

The research result conducted by Mangiman Siregar (2004) about *The Relationship Between Education Administration Knowledge Owned By The Middle School Principals And Working Environment, And The Implementation of School Based Management Concepts in East Jakarta* concluded the more the principals have progressively the knowledge of education administration, the more the Implementation of School Based Management Concepts will be effective.

Based on the background above, in order to reach a qualified education, many problems faced the principals in managing education at micro level: how the principals really earn their own of professional skills to run their duties? What competencies the principals master to guarantee education quality? Furthermore, in this time, how the principal improve their professional skills plong with planning of certification for educators in the effort for guarantying quality of education? What training model which will be enable to yield a taft and competent principal? What learning materials which must be learned by principals and how the items should be trained for all principals?

To solve the research problems, this study focused on training activities of Elementary School Principal of Technical Management Training Programs. The training held by The Office of Education and Training, Bandung Municipality in 2005. Samples and respondents for this research are the organizers working in the office, the alumni of the training, and the instructors. From them, data were collected through interviews, document studies and focus group discussions.

B. Finding and Discussion

1. The Curriculum of Elementary School Principal Management Training.

The curriculum development for Elementary School Principal Management Training which held by The Office of Education and Training, Bandung Municipality in 2005 included several activities: designing the curriculum, executing the curriculum and evaluating the curriculum. For the first step, needs assessment conducted through a workshop involving principals, supervisors, and academicians from Indonesia University of Education (Universitas Pendidikan Indonesia).

The workshop decided the goals of the curriculum for the elementary school principal management training, as follows:

- a) Widening knowledge of education, understanding educational policy and innovation, and sharpening the vision of elementary school management.
- b) Owning the technical professional abilities, including mastering the substances, strategies and techniques in the frame work of school management duties. .
- c) Enriching the development of teaching learning activities.
- d) Owning a practical reflective ability to improve the quality and integrity of personality continuously in everyday live.

2. The Implementation of Elementary School Principal Management Training.

In 2005, The Office of Education and Training, Bandung Municipality carried out the training for the elementary school principals with the program entitled The Elementary School Principal Technical Management Training Program. A long with the year, the office held 8 (eight) of these training programs. Each program consisted of 2 (two) teaming groups and for each teaming group attended by 40 participants.

The length of the training program was 258 hours with allocated entire time were 8 -10 hours per day so that all the training program had been finished during 25 - 32 workdays.

From the study, the training curriculum was implemented enough in control because in early on the training implementation, each participant for a second of time read modules. The modules, relevance with the training materials, compiled based on various tasks and teaming experiences that the participants should do. Basically, there were three activities on the learning process of the training program in 2005, namely:

- (a) the beginning activity,
- (b) the prime activity, and
- (c) the last activity.

The beginning activity is an activity to prepare a participant's mindset hopefully and joyfully engaging to learn discussion materials. The prime activity is a core activity for explorations, examinations and discussions about the learning materials. The last activity is an activity the instructors deliver the learning materials especially concerning with technical and professional skills competencies. Here also, the instructors try to discuss an elementary school quality management developing program.

3. Evaluation of Elementary School Principal Management Training Programs.

There were three kinds of the learning evaluation activities, namely pre-test, formative test and post-test. The pre-test were the test intended to recognize the principal's basic abilities in managing elementary school quality comprehensively.

The formative test was the evaluation focusing on how the participants successfully engaged in training (learning) process. The various forms of the test was accustomed in training like ask and question or dialog, discussion, quiz or simulation and individual or group recitations. Beside it participant's attendance during the training programs was useful for keeping participant under control or discipline. It were also meaningful the attendance used as a name list for checking an active or a passive participations. The process evaluation was conducted by the instructor by means the all participants fill up an available form. The form were collected to each the presentation session end.

The last but not least of the process evaluation was the post test the final evaluation. The tests were carried out by the office in a comprehensive written test covering to all learning materials or training program. Here, it was accustomed to use the objective test with to multiple choices. Complemented to the final evaluation—the cumulative evaluations, were the seminar held by groups of participants. To precede the seminar, the paper must had been made by the groups and referred to their field studies, such as observations, interviews and field discussion. For each step in the activities, the evaluation had been made by the organizer of the training program and the recruited instructors. The result of the final evaluation would decide whether the training participants could be passed or not passed.

4. Facilitators of Elementary School Principal Management Training Programs.

The instructors recruited for implementing the elementary school principal management training program in 2005 were lecturer or professors from Indonesia University of Education, especially from Department of Education Administration; The Institution of State Administration (Lembaga Administrasi Negara) and *widyaiswara* (special instructor from the office). All of the instructors were professional people whose competencies not doubted. The criteria the instructors must:

- 1) have an equivalent educational background with S.2 program
- 2) competent with their field studies, except for the officials so far their function were relevant with the training program
- 3) have an equivalent legal or experienced training program with minimum municipality levels
- 4) have a personal integrity, attractive appearances and skillful in communications
- 5) be an (or a supporter of the) elementary school principals).

Besides, the studies had shown that:

- 1) the rule of the training programs and the discipline had been applied by the participants as well as by the office
- 2) facilities used for 8 (eight) training programs were the Dapenpos's Building which is good enough
- 3) training appliance and media to support an adequate learning effectiveness were good enough such as using OHP, LCD and an amount of instruments for quiz and learning process
- 4) Committees which have been accustomed to manage the training program were likely friendly, polite, always ready to serve

seriously the needs of participants and assertive for the sake of training effectiveness so that the participants felt satisfied.

Pursuant to the description above and to fulfill the result of analyzing the training needs, the Elementary School Principal Management Training Program was implemented adequately. However, because of a limited resource and considering the future of school management the principals must have a school leadership ability complemented with an entrepreneurship ability, so that the abilities named the elementary school principal's leaderpreneurship competencies.

The elementary school principal's leaderpreneurship competencies are represent abilities of principals in leading their schools with an entrepreneurial soul in order to respond the demands of strategic environments internally or externally. By this way, the school limitations and the challenges become strength and an opportunity to reach the school targets. In detail, the competencies consisted of seven aspects, as follows:

- (1) an ability compiling independent school planning and qualities,
- (2) an ability organizing school activities independently and excellently,
- (3) an ability executing the all activities which have been planned,
- (4) a taft personality,
- (5) an ability communicating ideas and school activities,
- (6) an ability influencing school personnel and stakeholders to accomplish school targets, and
- (7) an ability in managing school finance and resources partk^apadvely, transparently and accountably.

The leaderpreneurship training model depicted as follow:

THE INPUT

- Leaderpreneurship curriculum
- Facilitator Competencies
- Participants (which has yet or been a principal position)
- Training facilities
- Supporting.

THE PROCESS

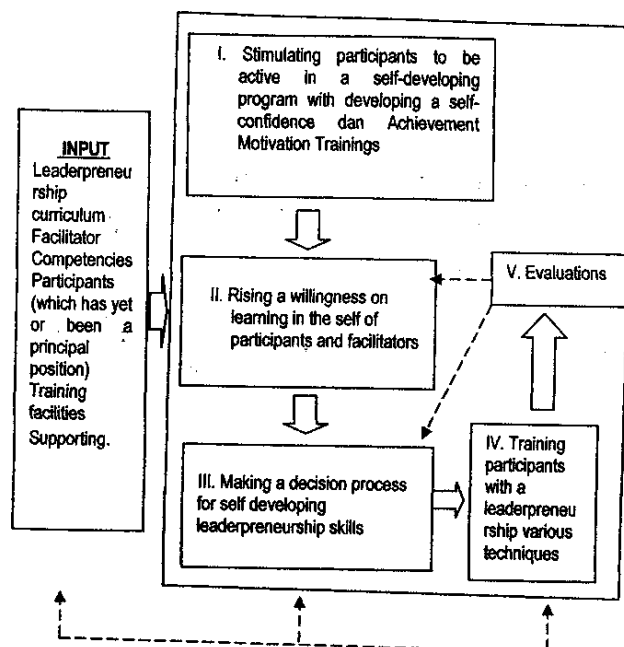
- Stimulating participante to be active in a self-developing program with developing a self-confidence dan Achievement Motivation Trainings
- Rising a willingness on learning in the self of participants and facilitators
- Making a decision **process** for self developing leaderpreneurship skills
- Training participants with a leaderpreneurship various techniques
- Evaluations.

THE OUTPUTS

- The elementary school principals which have leaderpreneurship competencies.

THE FEEDBACK

- The negative informations of leaderpreneurship competencies of the elementary school principals.



Picture 1
The Leaderpreneurship Training Model for Elementary School Principal

The picture above indicates that the leaderpreneurship training is begin by self developing program through an achievement motivation training (AMT). To be expected for this early stage, each participant could peep out an initiation for self developing so that they were able to construct their own competencies. Efficacy of this phase was marked by an appearance of willingness and motivations to develop their own leaderpreneurship skills.

The picture above indicates that the leaderpreneurship training model represents a training program the model had a previously engagement with self developing program and the programs implemented an achievement motivation training (AMT). To be expected for this eady stage, each participant could peep out an initiation for self developing programs so that they were able to construct their own competencies. This phase efficacy was marked with an appearance of willingness and motivations to develop their own leaderpreneurship skills.

After the participants have motivations to develop themselves, they continue the training program to master leaderpreaneurship technical abilities by which various methods and strategies are followed. Success or not this training depends on a training evaluation and the framework represents an absolute condition for efficacy of leaderpreaneurship training programs.

C. Conclusion and Recommendation

The research results conclude in several points. These are:

1. In order to master the leaderpreneurship competencies, the elementary school principals should follow the leaderpreaneurship training model packed in about 204 hours.
2. Competencies which must be owned by elementary school principals as an effort for guarantying education quality as follows:
 - (a) to develop a strong person,
 - (b) Tote compile autonomous school planning,
 - (c) to organize school resources,
 - (d) to realize every thing which have been planned,
 - (e) to communicate ideas and school program effectively,
 - (f) to influence stakeholder conducting the goals,
 - (g) to marine school finance.
3. There are learning materials which ideally all principals should be able to master, include:
 - (a) position analysis,

- (b) strategic planning,
- (c) education marketing,
- (d) entrepreneurship,
- (e) project management,
- (f) management of human resource,
- (g) achievement motivation,
- (h) team work building,
- (i) developing self-confidence,
- (j) self management,
- (k) decision making and risk analysis,
- (l) educational innovation,
- (m) visionary leadership,
- (n) Emotional Spiritual Quotient,
- (o) e-learning and multimedia application,
- (p) communications for school meeting,
- (q) effective presentation,
- (r) interpersonal communications,
- (s) participative leadership,
- (t) financial management and
- (u) programming and budgeting school system.

This study shows that for a work culture that transformative or quality-oriented evolution takes place with the transmission of values requires an elusive, varied, changing and through different patterns of line-level, middle-and working pimpinan. Transmisi cultural values as the essence of cultural transformation work has required the work behavior of basing the noble values (love, dynamics, and loyalty) by promoting the value of pioneering in the ministry. Next, the manifestation of the value of service for employees at the line level technical skills are required; in the middle level of professionalism that a dissertation requires personal integrity, and requires commitment at the leadership level. Transmission is most competitive value (strong-weak, positive-negative) and starts from the same understanding even less favorable in the vicinity of formalistic or bureaucratic-hierarchical, the transmission of cultural values of work for employees at the line, middle and leadership to move and grow Different different with different transmission patterns.

To develop a repertoire of knowledge of cultural transformation that works for government employees, will still need to do research with a focus on values that prioritize the transmission of noble values like sincerity, exemplary, expertise, services, or cooperation, hard work, and accountability as well as local cultural values such as penance West Java love, penance penance foster jeung grindstones. So that the value-hierarchical bureaucratic positively manifest and grow stronger quality orientation, organizational leaders must define . the value of a more transformative cultural work that is going to service with exemplary value and emphasize the value of expertise include working on-line level, the value of professionalism and integrity in the secondary level, as well as value commitment and faith in the leadership level. Other values are no less important to strengthen quality-oriented work culture is the value of pioneering, leadership and: accountability.

Based on several conclusions above, recommendations the researchers submitted would be:

1. Actually, the development of training model for elementary school principal represents an effort to motivate and empower the important school principal abilities. The abilities are necessary for the elementary school principal position. Hence, various training program models are needed to further research study for other researchers.
2. The development of elementary school principals abilities, must be continuously efforts, so that the leaderpreneurship training programs for school principals are always expected.
3. Pay dose attention to the weaknesses of developed training model, especially for mastering the elementary school principals competencies in school setting, researchers recommend that the training program implement a good governance principle. For a time being, the principle is at the top of most

agendas and realizing the principle as far as the quality, is probably the satisfaction for all school stakeholders.

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