Leadership potential analysis of elementary school headmaster candidates in trenggalek region, east java Indonesia

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Abstract. Leadership is the important component that should be possessed by headmaster candidates. Headmaster with a strong leadership potential can make a better development for school so there are many people say that "school is headmaster itself". This study was aimed to analyze leadership potential of elementary school headmaster candidates in Trenggalek region. The samples of this study were 46 teachers who followed headmaster selection. The measurement was conducted through Leadership Potential Assessment (LPA) and interview. The result showed that there were 24 of 46 teachers who followed the test and interview had a good leadership potential to lead the elementary school. Of 24 candidates who passed the test had a good result on leadership skill, as follows: 1) quick and urgent decision making, 2) critical decision making, 3) creative decision making, and decision making based on evident that implements the four leadership skill (influence, move, develop and empower).

1. Introduction

Educational leadership is the ability to lead factors that affect the educational goals in schools. The school headmasters must be able to develop all schools potential including educators, education personnel, students, facilities and infrastructure, and curriculum to achieve both academic and non-academic achievement maximally. In addition, headmasters are required to play effective role focusing on instructional, organizational development, staffing, student services, and community relations and communication. A creed states, "There is no any good school without good leadership of headmasters; and good leadership can only be done by headmasters with good leadership potential ". According to this theory, educational leadership is basically the art and skill of headmasters to influence, mobilize, develop, empower staff, employees and teachers to work maximally so that the school educational goals can be achieved effectively and efficiently. As stated by Carudin that the school headmaster comes from two words, namely "Headmaster" and "School" in which the word "headmaster" can be interpreted as a leader or leader in an organization or institution, while “school” itself is an institution to receive and give lessons[1]. Similarly, the headmaster’s leadership role in managing teachers is very significant. Research conducted by Daniel et al suggests that school leadership is the only factor that significantly predicts teacher retention[2]. The same research is done by Allensworth et al. that show a strong relationship between teacher retention and principal instructional leadership[3]. Another thing...
that is not less important as Spillane and Camburn that the performance of teachers can be done with collaborative practices and cooperation with headmaster [4]. According to Lambert cooperation can be done if the headmaster supports and facilitates relationship between them well [5].

The school headmaster is a central figure in improving the quality, relevance, and competitiveness of education. The role of headmaster is very strategic in the effort to make school able to build the smart and competitive Indonesian people. The school headmaster as a leader is expected to successfully contribute in strengthening good governance, accountability and public image. The success of the school headmaster in improving the quality of education is largely determined by the competency control in performing tasks, roles, and functions as headmaster. The Minister of National Education Regulations Number 13 Year 2007 concerning Headmaster Standards explains that a headmaster is required to have personality, managerial, entrepreneurial, supervision and social competence. Achieving the headmaster competence as the required competencies is a serious concern for all parties’ interest. The mapping result of headmaster competencies conducted nationally by LPPKS and LPMP in 2010 in Indonesia shows that the level of headmaster competence mastery are: 85% for personality, 74% for managerial, 74% for entrepreneurship, 72% for supervision and 63% for social. The average mastery of the five dimensions reached 76% nationally. The data describes the gap between the 2 competencies of headmaster as the required competencies (standard). This condition can hinder the achievement of education quality in schools. Thus, the efforts should be made to continually improve the competence of headmaster. In addition, the implementation of a recruitment system that can produce competent headmaster candidates is also required. The competent headmasters are expected to improve school performance to be good in quality improvement, relevant and competitive in education. Based on National Education Regulations Number 28 Year 2010 Concerning Teacher Assignment as Headmaster of School.

Leadership is one of the problems that arise together with the human consciousness in living together in groups to achieve common goals. In order to achieve the goal, it takes someone who has advantages over others who can guide the group to achieve the goal. This is because humans have certain limitations and advantages. Siagian formulates leadership as an activity to influence the people behavior to work together for particular goal [6]. In other words, leadership is an ability to influence groups to achieve the group's goals. According to Zainal, et al mentions that leadership is sometimes understood as the power to move and influence others [7]. Leadership is also a process of directing and influencing activities related to the work of group members.

In general, headmaster plays important role in the success of an educational institution, especially in elementary education where the high consistency and good effectiveness in managing and producing competent outputs in the education world is needed. The headmasters are assisted by teachers and employees in performing their duties in order to be able to easily achieve the expected goals. The headmaster does not produce a product, just like a car company director who produces only dead goods. However, the headmaster as a responsible leader in education creates a conducive learning environment to develop the potential of teachers, employee and students as optimal as possible. In such an environment, teachers, employee and students are motivated to learn among others, motivate to be mutual among others, and empower among others. Such atmosphere in education provides a space for mutual learning through example, responsible learning, and learning to develop whole self-competences; not only cognitive competence, but also affective and psychomotor. Therefore, the headmaster must stand in the front in the term of modeling, motivating, and empowering human resources. The headmaster should be able to maintain the trust of teachers, so that they can work optimally in order to improve the quality of education in school. The teachers’ Satisfaction is so influential on the role of school headmasters in maintaining the relationship of performance with teachers. Research conducted by Van Mæele and Van Houtte shows that teacher's confidence toward headmaster is a very important factor in efforts to improve the quality of education [8]. Studies related to teacher commitment and headmaster leadership are very important. It is mostly said that there is a significant influence between the headmasters’ leadership and the teacher's commitment to work. Hulpia, Devos, and Van Keer explain in their research that headmaster’s
leadership is very influential on teachers’ performance [9]. In addition Chan, et. al all state that the headmaster’s leadership is closely related to teacher retention [10]. And also Ladd state that the headmaster’s leadership is related to teacher retention [11]. Headmaster’s leadership commitment is shown by his role to supervise and control. The effective supervision and control supported by supportive behavior can certainly affect the teacher's work situation, including the achievement of school vision as ultimate goal.

Based on description, it can be concluded that the role of headmaster is very important to support the school success. Therefore. The good mechanism to select the headmasters who are able to lead the school well is needed and one of the mechanisms is using Leadership Potential Assessment (LPA). LPA is one of the activities in preparing the headmaster candidate. LPA is intended to identify headmaster candidates who have potential leadership to be developed. LPA is performed by trained and certified assessors. The focus of potential leadership assessment is the ability of the candidate to make decisions with a logical reason, referring to the rubric, and giving feedback to the candidate as a basis for self-development.

Therefore, a headmaster should have: 1) knowledge relating to school operations, both general and specific, 2) ability to determine criteria used to evaluate success, 3) Ability to plan and monitor the processes in schools, develops the follow-up alternatives and decides the best way to improve the quality of learning. the description of these three capabilities can be obtained through an assessment of a headmaster meta-cognitive capabilities. this is used to predict headmasters' ability to lead wisely in the future when he is appointed as headmaster [12].

2. Methodology
This study uses a qualitative approach that specifically designs data collection instruments using several instruments, namely: 1) Response to a and b situations; 2) Creativity and problem solving, and 3) Evidence-based decision-making. The method that is used should support in receiving the qualitative descriptive data. The assessment technique used is in the form of response in situation scenario, cases and conditions. The other data collection techniques use interviews to explore the potential of headmaster candidates after they respond to the filled instrument. The subjects of this study are 46 elementary school headmaster candidates in Trenggalek region.

2.1 Types of Instrument
**Situational responses** are conducted to measure the analytical ability of headmaster candidates to face problem situations that must be resolved soon. The analysis begins with the identification of the problems contained in the situation scenario, form creating the action plans that must be implemented in a short time. Situational responses consist of 1.a. situational responses and 1.b. situational responses.

2.1.1 1.a. **Situational response** is intended to gain an overview of the ability to analyze and resolve problem situations tactically in a short time. This capability is illustrated by the response of the headmaster candidate to a problem situation presented in a situation scenario.

2.1.2 1.b. **Situational response** is used to obtain a picture of tactical and critical thinking skills in analyzing, analyzing, and dealing with problem situations. This capability is illustrated by the candidate's response in the situation scenario.

2.1.3 **Creative problem-solving responses** are conducted to obtain an overview of the ability to analyze and solve problematic situations creatively by reviewing a number of problems in the case scenario, identifying cases of whole issues, explaining the reason for making the conclusions, classifying (grouping) them into 3 (three) action plan that will be conducted in solving problem, choosing the best action to solve the problem and explain the reasons behind the action.
2.1.4 Decision-making responses are based on evidence to obtain an overview of the ability to analyze and resolve problematic situations systematically by reviewing a number of documents, or data, or information in a condition scenario, identifying key problems that may cause school conditions not meeting the National Education Standards, explains the reason for the conclusions in using documents, or data, or information, or evidence, mentions supporting information that may be needed to assist decision making, explains the reasons for additional information used, designs a strategic action plan by making priority scale and explains the underlying reasons for designing the action.

3. Results and Discussion

The results show that there are 24 of 46 candidates headmaster who became the subject in this study were declared as proper and has leadership potential. The leadership profiles of those 24 candidates obtained are as follows: 1) If faced with an urgent situation then the headmaster candidate is able to locate the problem and be able to create an action plan to solve the urgent problem, 2) the headmaster candidate is able to solve urgent problems by taking critical action, 3) if faced with one problem then the headmaster candidate is able to find the main problem and can creatively plan the action to solve it, and 4) the headmaster candidate is able to identify the school problem, formulates vision, prepares priority plans based on National Education Standards, creates action plans to solve problems and outlines (to group) in 4 leadership skills that are to influence, drive, develop and empower.

The leadership profile of headmaster candidates is based on their ability to identify scenarios of the instrument and write responses and express them in interviews. Assessment refers to the correct rules. Assessment (assessment) is the process of collecting information, usually used as a basis for decision making which will be communicated to the parties concerned by the assessors. Assessment is conducted to obtain information to be used in screening, referral, classification, developmental planning, progress monitoring. Assessment in LPA does not mean test or exam or evaluation tool. Leadership Potential Assessment (LPA) means qualitative descriptions of qualitative leadership potential to predict the achievement of qualified success of a headmaster candidate. the potential is literally meant as strength, influence, and effectiveness. In LPA, the potential is defined as the ability or strength or power in which the potential can be innate and the result of stimulus or training in a person's development (school headmaster). Potential is also defined as the ability that has the possibility to be developed, including: strength, ability, and power. Leadership in the assessment of leadership potential is basically not the same as the management /management of school organizations [13]. Management deals with handling complexity within the organization, generating organizational order and consistency by planning, organizing, and monitoring results. While leadership is concerned with the handling of change, set the direction by composing a vision of the future then unifying, communicating, and inspiring people within the organization to achieve the goal [14].

4. Conclusion

The leadership of headmaster becomes an important part in changing the better condition of school. A good headmaster can only be done with a proper selection mechanism. The potential Assessment of headmaster candidate is an appropriate instrument to identify the principal's ability to deal with the problem and find solutions. Therefore, leadership in Leadership Potential Assessment is the ability of the headmaster to influence, drive, develop and empower others (staff), to be willing and want to work so that the goals and wishes of headmaster can be accomplished effectively and efficiently. In conclusion, the Potential Leadership assessment is defined as a process of gathering information relating to the ability, strength, and or leadership power possessed by headmaster candidates that are possibly developed.

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