ANALYSIS IMPLEMENTATION PARTNERSHIP PROGRAMS AS EVALUATION MATERIALS FOR EQUATING EDUCATION QUALITY IN INDONESIA

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Abstract

Purpose of the study: This research was compiled to analyze the improvement of the quality of education in Indonesia. The purpose of program evaluation is to know for sure whether the achievement of the results, progress, and obstacles encountered in the implementation of the program. Recognizing the low competency of school principals of the principal's partnership programs.

Methodology: The type of this research is development, research which aims to produce instruments to evaluate a school principal partnership program. The development design in this study using the Plomp model. The data was analyzed qualitatively as input for improvement of activities in 2018. The following data was collected using questionnaires, interviews, and observations.

Main Findings: The data and analysis show that the partnership program has recorded various advances made in the impact schools — both those related to curriculum management and implementation of supervision of learning and strengthening of school ecosystems. The effectiveness of school programs is very dependent on the carrying capacity of each school. However, it is the real result of this program is the change in mindset not only for principals but for almost all stakeholders.

Applications of this study: This Study is analyzed based on the school principal partnership program report to become recommendation and references for another partnership programs, improving the competency of school principals, and developing remote area (3T regions/frontier, outermost, and disadvantaged in Indonesia national scale) of Indonesia.

Novelty/Originality of this study: The findings imply that the partnership program has a significant impact on the equity growth in remote areas.

Keywords: Analysis, Education, Evaluation, School Principals, Partnership Programs, 3T Regions.

INTRODUCTION

Improving the quality of education is a crucial thing in Indonesia. The equalization of the quality of education between developed regions and **3T regions (frontier, outermost, and disadvantaged in Indonesia national scale)** is a challenge for the government. One of the priorities for national education development (Bjork, 2005; Kamil, 2004), is "improving the quality of life for humans and Indonesian society."The principal is one of the spearheads of improving the quality of education. Principals have an important role in managing schools both in terms of academic and non-academic, in improving the quality of education. In (Kementrian Pendidikan dan Kebudayaan, 2018) concerning the assignment of teachers as principals/madrasas, principals/madrasas are teachers who are given additional tasks to lead schools/madrasas at each level of the education unit. Competencies of principals/madrasas are knowledge, attitudes, and skills in the dimensions of personality, managerial, entrepreneurial, supervisory, and social competence.

The principal has a very important and strategic role in fostering and developing teacher professionalism. (Kompri, 2015; Suriansyah, 2015) In various school leadership studies, principals had the role which was described as: Educators, Managers, Managers, Supervisors, Leaders, Entrepreneurs, and Supporters of the work atmosphere (Climate maker). In theory, it can be seen the complexity of the principal's task, not enough just as a leader, but capable of covering the dynamic movements of school activities both internally and externally. Given the large and complex tasks of the principal, as well as the importance of the quality of the principal, it is necessary to develop a system and procedures for guidance to improve the competency of the principal (Chenari, Sohrabimanesh, & Heydari, 2016; Gülşen, 2014). One effort to improve the competency of principals is through a partnership program for principals who have become part of the policy of the Minister of Education and Culture.

Recognizing the low competency of school principals, the government organizes various programs through the Ministry of Education and Culture, the Directorate of primary and secondary education staff development through the Directorate General of Teachers and Education Personnel, one of which is the principal's partnership program. The principal's partnership program organized by the Directorate of Primary and Secondary Education Development was carried out in

2015. This program is one of the efforts made by the Government to achieve equal distribution of quality education in the Unitary State of the Republic of Indonesia (NKRI). The first year the partnership program was initiated by the exchange of principals from schools that had not yet developed to schools that had achieved progress (especially in the academic field). Activities in 2015 have provided valuable learning experiences for school principals to exchange experiences, get valuable lessons, and knowledge about three things, curriculum management, learning supervision, and strengthening the school ecosystem. This activity is the foundation for collaborative partnerships between schools to improve the quality of education in schools, especially for potential/advanced schools (Kementerian Pendidikan dan Kebudayaan, 2016).

The Principal Partnership Program has been implemented since 2015. This activity involved 3 elements, namely facilitators, partner school principals (selection carried out based on the ranking results of national /UN examinations), and impacted school principals (are principals of the 3T area).

LITERATURE REVIEW

A partnership is used to describe various forms of collaborative activities that work in all directions. In general, it means the equivalent of the word "collaboration"(Armstrong, 1995; Chapman et al., 2015; Leahy et al., 2016). Installation is carried out to connect between institutions that have the desired impact and scope together.

In the guidelines for the Primary and Secondary Education Principal Leadership Study Program (Kementerian Pendidikan dan Kebudayaan, 2015), there are 2 groups of school principals, namely the Principal of the Partner and the Principal of the Impacted (3T area).
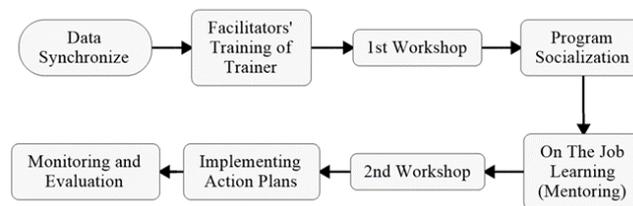
Figure 1: Stage one cycle of the 2015 School Principal Leadership Study Program

Source: Kementerian Pendidikan dan Kebudayaan (2015)

Based on the picture above, the stage of the principal's comparative study activities was carried out with the in-on-in model. Before the in-1 process was started, a Training of Trainer facilitator was conducted, which aimed to train facilitators during mentoring. The workshop activity 1 was the signing of the MoU between the partner school principal and the affected school principal witnessed by the facilitator who planned the implementation of the On The Job Learning action plan (called RTL). RTL contains several strategic action plans or programs on improving the quality of impacted schools. After the RTL is implemented, the last is monitoring and evaluation activities.

To implement the program, facilitators need to design, assist, and assess the results of comparative studies of the principal's leadership. Facilitators are people who can provide assistance, direction, and problem-solving together with the Principal participants (Pusporini, Setiawan, & Ikrarini, 2019). The Principal's comparative study program facilitators came from the educational university, tertiary institutions, Government Educational Quality Assurance, practitioners who were considered to have the experience, ability, and willingness to carry out tasks facilitating comparative studies of the principal's leadership (Kementerian Pendidikan dan Kebudayaan, 2015).

The 2016 program will generally continue the planning of changes that have been designed in Workshop 1 (In-1) and On the Job Learning in 2015 while simultaneously identifying and analyzing the implementation of plans to improve the leadership quality of principals after Workshop 1 (In-1). Through the mentoring mechanism, the Facilitator and Principal Partner will carry out assistance in the impacted school, which has been implemented for approximately 7 (seven) days to collaborate as well as assist and assist the affected school principals in implementing the change agenda formulated in The Job Learning action plan. The principal goal of the principal's partnership program is not only in the aspect of academic substance but also targeting the contextual things such as the spirit to change, the mindset of change and the spirit of togetherness that is expected to be permanently built between the partner principal and the affected headmaster (Kementerian Pendidikan dan Kebudayaan, 2017).

The eventual impact of the results of the activity reporting in 2016, can be obtained after the partnership program of several schools has significant progress related to the 3 aspects that are criticized in the partnership program, including Supervision of learning, curriculum, and strengthening of the school ecosystem. Various advances were obtained starting from the condition of school facilities and infrastructure, the use of various learning methods, and routine supervision and strengthening of best practices by the affected schools, to the improvement of school accreditation status.

The evaluation model is an evaluation design developed by evaluation experts, which is usually given the name according to the author or according to the evaluation stage (Alkin, 2011). Besides, based on names and stages, the

evaluation model is also named based on the interests and approaches used (Shulha, 2010).

The purpose of program evaluation is to know for sure whether the achievement of the results, progress, and obstacles encountered in the implementation of the program can be assessed and studied for the improvement of program implementation or the implementation of the next program in the future. Evaluation tools need to be made that measure four aspects, namely: a. Input (input) b. Process (process) c. Output (output) d. Impact (outcome), but modified so that it can detect and read the principal's life skills. Context evaluation provides information for decision-makers in planning a program that is going on going. Also, the context means how the program's needs and problems. This analysis will help in planning decisions, determining needs, and formulating program objectives in a more directed and democratic manner.

The stages of developing an evaluation model are carried out by making a blueprint of the evaluation process that will be carried out, including objectives, models used, and aspects involved. After we determine the object, the next evaluation must determine the aspects of the object to be evaluated. Stakeholders involved in program evaluation will play an important role (Alkin-Sahin, Tunca, & Kezer, 2015; Shulha, 2010), some people involved include; designers (compilers of evaluation designs), implementers (evaluators and stakeholders who work together to manage, administer, integrate, compile, implement, and ensure the quality of evaluations), and evaluate participants (whoever is involved in the program and ensure information and objectives of evaluation perspectives).

Evaluation is carried out to provide information that can be used as the basis for program development. Therefore, the evaluation must touch the important components in the program so that the status of the program's success in both the process and outcome aspects can be known (Stufflebeam, Madaus, & Kellaghan, 2006). The development of an evaluation model is needed because, at present, the existing instruments are considered very complicated and not on target. This can be seen from the number of instruments that must be filled by the facilitator, but only a few items in the instrument that assess the success of the partnership program. The existing instruments are only of a kind for all levels of education, even though there are levels of Elementary School (SD) / Madrasah Ibtidaiyah (MI), junior high school (SMP) / Madrasah Tsanawiyah (MTs), high school (SMA) / Madrasah Aliyah (MA), and the Vocational High School (SMK) involved and each level has each characteristic. So that in this study, the development of a school principal partnership program evaluation model needs to be carried out in the hope of:

a. An evaluation model that comprehensively describes the implementation of the principal's partnership program.

b. Instruments that are valid and reliable, easy (uncomplicated), according to the characteristics of the education level and on target.

c. The evaluation results of the model developed can be used as decision-making materials related to the principal's partnership program.

The partnership program has an important role in building the quality concept in 3T regional schools. Conceptually, this program is one of the efforts to improve the quality of education in Indonesia. There are three important elements involved in the principal's partnership program, including facilitators, partner principals, and impacted school principals. The facilitator has the role of facilitating the mentoring process carried out by the partner principals to the affected school principals. 3 aspects are the focus of improving school quality, namely: curriculum, learning supervision, and strengthening the school ecosystem.
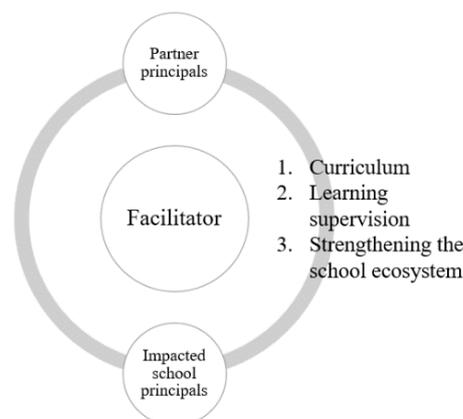
Figure 2: Chart of relations between Facilitators, Partner Principals, and Impacted Principals

The partnership program is a program in which there are two activities, including; workshops and on the job learning (Kementerian Pendidikan dan Kebudayaan, 2018). Workshop activities and OJL are ongoing activities, so program evaluation must also be able to respond to the sustainability of the program. In general, the components of the principal's mentoring partnership activities include the following activities: 1) mentoring planning, 2) partnership mentoring design development, 3) facilitator briefing, 4) workshop on the provision of substance to the member (partner and impacted

principals), 5) mentoring partner principals to impacted schools in impact schools, 6) Workshop on mentoring results, and 7) Workshop on the design development of school principal partnership programs. The objectives of the changes scheduled in the OJL plan are still focused on 3 (three) priority components as part of the partnership in the first cycle, namely curriculum management, supervision of learning, and development of school ecosystems.

METHODOLOGY

Development model

This research is research and development, which aims to produce a product in the form of a principal evaluation program for the principal. The development design in this study follows the Plomp model (Van den Akker, Branch, Gustafson, Nieveen, & Plomp, 2012) which describes research design in three stages, namely (1)preliminary research; needs analysis and context analysis, literature review and developing a conceptual, theoretical framework for research; (2) Development or Prototyping phase; is an activity to design and develop an evaluation model that will be used; (3) Assessment phase, conduct monitoring and evaluation, to obtain recommendations for improving program quality.
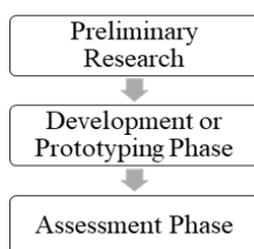
Figure 3: Development Model Scheme

In the initial stage, the activities carried out were preliminary surveys, reviewing the theory of evaluation models, the principal's partnership program, and reviewing the results of the research conducted. At the design stage, a principal partnership program evaluation model is designed, which consists of evaluation procedures (which include stages: Input, Process, Product, and Outcome), instruments, evaluation guidelines, and trial design. The stage of realization/construction of the instruments provided has been validated by the user and expert. At the stage of testing, evaluation, and revision, a trial was conducted on the model that had been designed. The results of the trial data are then analyzed. If based on the results of the evaluation model evaluation along with the instrument being revised and tested again until the final prototype is obtained that meets the model fit requirements (good prototype). At the implementation stage, evaluation procedures, instruments, along with guidelines, have been tested on a broad scale (Plomp & Nieveen, 2007).

a. Development Procedure

The steps taken in developing the evaluation model of the principal's partnership program are as follows.

1) Preliminary Research

In this stage, the excavation of references and literature related to the Principal partnership program is carried out. Analyze the policy context and conduct interviews with program organizers that can be used as baseline data and the preparation of instrument constructs in this study. The construct of the instrument is based on the partnership theory proposed by:

a) Leadership, the instrument can assess the form of sharing the best leadership or managerial principles of the principal.

b) Primary Funding, a compiled instrument, can describe the activities of the two principals (Partner and Impacted) in exchanging resources to promote school excellence.

c) Goals, compiled instruments can describe the extent to which the partnership program achieves in general and provides recommendations on subsequent activities.

d) The process, the instruments made must be able to explain how the partnership program has been carried out and what should be done.

2) Design and Prototyping Phase

At this stage, a design evaluation model for the Principal Partnership program is prepared, consisting of procedures, instruments, and evaluation guidelines. At this stage, conduct evaluation models, design supporting devices/instruments, and develop evaluation guidelines that will be used in the principal's partnership program.

3) Assessment Phase

a) Realization and Construction

The important stages in the principal program partnership activities are:

Phase 1: assessment questionnaire for the implementation of workshops that will be filled by the affected school principals and partners, the self-evaluation sheet, and final reflection that will be filled in by the principal.

Stage On: Interview guidelines for Teachers, Students, Supervisors, Service Offices, Schools Committees related to OJL implementation, OJL implementation, and facilitator performance. OJL observation sheet and check OJL implementation documents. The instrument used is an instrument that can be used to evaluate OJL implementation at every level of education.

Phase-In 2. The results of the on data are analyzed descriptively quantitatively to obtain an overall picture of OJL analysis throughout Indonesia.

To refine the draft model and check the validity of the contents of the instrument, after the evaluation procedure and instruments and guidelines are prepared, proceed with validation by experts, namely academics or lecturers and practitioners (elements of service and headmasters), and model users (principals). The instrument validation process is carried out by experts using the FGD (focus group discussion) model. The FGD was conducted in two stages, namely the first stage of FGD (focus group discussion) with 10 experts and users. The second validation is the readability test with 6 principals (3 partner school principals and 3 partner school principals). After the instrument readability test is carried out, the instrument is ready to be used for testing.

b) Test, Evaluation, and Revision

The initial draft of the revised instrument based on the input obtained in the FGD (Focus Group Discussion), was tested in schools to find out whether the model was suitable or not, construct validity, and reliability. The instrument trials were conducted in three stages, namely the first, second, and third stages, with the number of trial subjects increasing. The results of the instrument trial data were analyzed using qualitative and quantitative analysis.

c) Implementation (Implementation)

The final results of the models that have been analyzed, which are good prototypes, are implemented in several Schools.

d) Product Trial Design

The trial is intended to obtain complete data that is used as a material for the revision of the resulting product. The aspect tested in the pilot phase of this model is the draft evaluation model, which consists of procedures, instruments, and evaluation guidelines. The population of this study is all principals throughout Indonesia. Samples are distinguished horizontally (a type of headmaster of Impacted or Partner) and vertically (education level). The samples from this study were principals who participated in the partnership program of the Principal, along with 40 facilitators, affected school stakeholders (teachers, supervisors of schools, offices, students, school committees, and companies).

b. Data collection techniques and instruments

In this study, the data collection instrument consists of:

1. Questionnaire/questionnaire, a questionnaire used to determine the extent of the implementation of the principal's partnership program implemented. It is implemented following the aspects emphasized in the program (curriculum, supervision of learning, and strengthening of the school ecosystem).

2. The observation sheet is used to check whether there is documentary evidence that is the result of the implementation of the principal's partnership program.

3. Interview guidelines are used as a means of assessing the understanding and role of school stakeholders (teachers, students, committees, and companies) in the principal's partnership program.

4. Documentation, used as evidence of the implementation of the principal's program, for example, pictures and recordings.

The preliminary data of this study is a partnership program report that was implemented in 2017. The data was analyzed qualitatively as input for improvement of activities in 2018. The following data was collected using questionnaires, interviews, and observations.

c. Data analysis technique

In a descriptive-qualitative analysis, quantitative data obtained through assessment instruments on procedures, instruments, and guidelines, and model effectiveness are calculated on average scores, then converted to qualitative

data on a scale of 5 and finally interpreted qualitatively. The results of the qualitative analysis are used as the basis for determining whether the developed model is good or not.

RESULT AND FINDINGS

The principal is a key person in the education unit (Fullan, 2008). Therefore the leadership of the school principal is very necessary to be a concern for stakeholders of education staff, especially for the ministry of education as an institution to guide teachers and education staff. Following Crosby (1992) statement, "Leadership guidance can be done with various strategies and methods." The principal's partnership is one of the strategies used by taking into account the aspects of time, cost, process, and parties involved in the program. Besides, the focus is on how to build the main changes in the principal. Through this change in mindset, it is expected that school management performance will be better.

Banoglu (2011) that three specific skills must be possessed by the principal to be able to carry out managerial duties well namely: (1) technical skills, including good planning, organization, coordinating, supervising and controlling techniques, (2) humanist skills, namely how to build good relations with others, how to maintain work motivation and build team morale (3) conceptual abilities, develop a school climate and develop learning organizations.

Noting the journey of the principal's partnership program since 2016 with varied achievements between schools and between regions, it is necessary to have an ongoing evaluation that touches on the substance of the program. Likewise, the supporting activities of the In-Service Learning and On the Job Learning Workshop need to continue to be developed because these activities determine the process and results of the program. The ability of the facilitator to assist and facilitate the affected school principals in implementing the change agenda formulated in on the job learning action plan also contributes significantly to this partnership program.

Thus the focus of the principal's partnership program is not only on the aspects of academic substance but also touches on soft skills and caring. This means that in the process of implementing the principal's partnerships through interaction and exchange and mentoring, the expected changes are not only limited to the affected schools but also partner schools. Changes to partner school principals include mindset and concern and the spirit to continue to develop.

Related to the research findings presented above, then in the perspective of change in school management which includes 3 components (curriculum management, supervision of learning and development of school ecosystems) the results of the analysis of these data can be discussed as follows:

a. Implementation of In-Service Training

The implementation of training services was in the form of workshops where partner school principals and affected school principals were jointly directed to design the agenda of change and evaluate the results of their The Job Learning action plan implementation that had been aligned according to the plan. Theoretically, the method is a form of learning to increase capacity through managing learning experiences (Alkin-Sahin et al., 2015). The results of the evaluation on the components of the in-service implementation show some important notes that must be addressed by program managers and program facilitators, including partner principals, and impacted school principals.

Teaching materials are one of the things that must be improved. Although the partnership program does not have training activities, workshop activities must still be equipped with adequate teaching materials. However, the workshop is a forum for advocacy for participants and equalization of perceptions between managers, and implementers (failure facilitators) programs. The task of the facilitator is indeed more assistance and assistance to partner partners of partner schools in planning change programs in impact schools. Through in-service activities, it must be ensured that discussions conducted between the school principals in question must be able to help them to set priorities and make important decisions to be included in their The Job Learning action plan agenda. So this is where reference material is needed, adequate guidance and direction, including from the program facilitator.

The differences in the background of the working environment between partner principals and the affected school principals also become critical sides in mediating and guiding them to get the same perspective on the agenda they will be working on. This is in line with Sciarappa (2014) opinion that interpersonal differences, goals, and knowledge between individuals in training and the like are considered in determining specific techniques in the mentoring process.

b. Curriculum Development

Curriculum development, even though in general impact schools, shows a very intense process, but some have not been optimized. The development of learning devices still needs to be improved (Eddins, 2013). The principal needs to convince the teacher not to hesitate to creatively adapt the curriculum documents submitted by the partner school. The design of this curriculum development activity is quite good. Through exchange and mentoring activities, the impacted headmaster has a good opportunity to learn all curriculum documents. Similarly, during the mentoring process by partner school principals, school teachers had the opportunity to learn directly from the affected school principals.

Problems that arise at this time, with the existence of Government Regulations Number 19 of 2017 concerning

Minister of Education Regulation. Likewise, the completeness problem that must be prepared by training participants is very important to convey when calling on participants because it is related to the training process. The data presented above shows the importance of training providers to anticipate this because it can disrupt the smooth learning process. Also, the criteria for participants must be explained in the summons, and the organizer of the training must be committed to the district/city education office to enforce the commitment to the training participants' criteria.

From the results of the data analysis above, it was also stated about the still weak coordination between facilitators and the committee. We can see the implication clearly, where the training process cannot achieve optimal results. For this reason, the problem of coordination with all elements related to the implementation of training is necessary to achieve the desired target.

Similarly, the analysis of training participants' learning needs. This section has a high urgency in the context of adult learning because, for adults, the effectiveness of learning is largely determined by how important the material is for them, especially in answering the needs of their duties and for career improvement in the future. However, facilitators need to properly anticipate this through material planning and learning methods and strategies that can accommodate participants' needs. Even if it is deemed necessary, the facilitator can design an instrument that is combined with teaching materials to explore the abilities and learning needs of the training participants before and during the learning process. In planning the learning scenario, participants should also be given a space for participation. Although the facilitators prepared the previous scene before the material presented, the participants could be invited to discuss the scenario.

This participatory planning is a part that should not be ignored by the facilitator. This is in line with (Reardon, 2000) opinion that adult education currently uses more participatory methods, where all parties involved in education are involved in the education process, starting from planning, implementation, and evaluation. Through this participatory planning, even though it is only limited to the discussion of learning scenarios, at least participants are allowed to convey their perspectives on the overall learning process that will be followed. Thus, the opportunity to bring the participants' expectations closer to the education and training activities could run better without changing the scenario that had been designed by the previous facilitator. Also, the essence of the andragogical process, as quoted by Jones (2009), one of which is continuous negotiation. Thus a facilitator should place participants as learning partners while avoiding insistence so that with a continuous negotiation model, new possibilities can emerge and enrich the participants' learning experiences.

Although from the observation and interview notes, it is known that the facilitators have tried to anticipate the learning needs of participants in their ways, it is clear that this has not been maximized because it is still incidental and not designed and planned carefully. Meanwhile, for teaching materials or teaching materials that have been prepared by the ToT organizers, the facilitator should make them the main reference but not accept them rigidly. That is, there is nothing wrong if the facilitator, with his capacity, tries to bridge the material substance with the participants' learning needs by making adjustments that are considered necessary and needed by training participants. Therefore, the facilitator must have a strong understanding that every adult attending a training activity, each of which has different tendencies and expectations. The higher the expectations of participants, the more difficult the facilitator to fulfill these expectations. With the negotiation model, the facilitators can know what the participants ' expectations are and how they can make it happen proportionally.

c. Learning Supervision

Although the supervision of learning is an inherent part of the task of a school principal, for the impacted headmaster, who is the target of the partnership program, he has not yet shown excellent performance in the supervision. The weakest part related to supervising is the ability of the principal to use and follow up on the results of supervision (Mackinnon, 2004; Marks & Nance, 2007; Range, 2011). Another fact is that during the partnership program, the partner school principals have provided optimal assistance in the preparation of supervision programs in the affected schools. This is evidenced by the readiness of supervision documents owned by the affected school principals. This means that from the document side of the learning supervision, the partnership program was quite successful. However, the implementation of learning supervision still needs to be continuously developed by the affected school principals. The affected school principals must be brave and continue to improve their performance in conducting learning supervision.

A delegation of authority or task of supervision to vice-principals and senior teachers has not been fully implemented by the affected school principals. This is mainly due to the impact of the head's own ability to divide tasks while ensuring the ability of the vice-principal or senior teacher to be given the authority or task of supervision. The deputy principals and senior teachers so far (before the partnership of the principal) have never been given the task to supervise learning to other teachers. Thus practically, they have no experience at all to supervise learning.

d. Mentoring Process

Mentoring in this partnership program is mentoring by program facilitators and mentoring by partner school

principals on impact schools. Facilitation by facilitators is more directed at mentoring to optimize the process of implementing the On the Job Learning (OJL) in impact schools, including to see the effectiveness of the follow-up plans implemented jointly by the affected school principals and partner schools in the affected schools. The advantages of assistance provided by the facilitator are from the aspect of conceptual reinforcement.

Whereas in general, facilitators are academics and also practitioners who have experience of intense involvement in tendering development programs at the Ministry of Education so that they can provide conceptual reinforcement to the impacted schools and even partner principals. The weakness is their practical experience, especially regarding the direct development of education personnel in the 3T area. The characteristics of the problems faced by schools in the 3T area, in this case, mainly relate to the capacity of teachers and education staff who need a coaching strategy that is different from the teachers and education staff in developed regions/schools.

CONCLUSION, RECOMMENDATION AND LIMITATION

The data and analysis presented in the previous section show that the partnership program has recorded various advances made in the impact schools. Both those related to curriculum management and implementation of supervision of learning and strengthening of school ecosystems. The achievements of each school are different and varied according to their respective capacities. The results of the study also show that the effectiveness of school programs is very dependent on the carrying capacity of each school. However, what is a positive value and a real impact of the principal's estimation program is the change in mindset not only of school principals but almost all elements of human resources at school.

Assistance from partner school principals can provide motivation and confidence to the school community to develop. The reconciliation time is indeed relatively short, so the partner school principal does not have enough time to fix up to very technical problems. However, overall, the presence of partner principals in impact schools provides a new nuance and climate and provides a space for reflection for the affected school principals and staff. The most basic example is about the teacher or learning, even though the partner school principal is not in the capacity to be a role model for learning, but through the supervision of learning, the principal can openly discuss various aspects of improving learning together with the impacted teacher and headmaster.

On the contrary, the impacted headmaster who had the opportunity to become the headmaster felt that being a leader in a school whose overall elements differed greatly from the school he had led so far had a very valuable experience, namely learning while doing (learning by doing). The headmaster of the References impact school can directly feel and compare the patterns of old work at the place of work with the work system that is in the partner school. This then builds up the optimism of the influential school leaders to implement new ways of managing their schools. In partner schools, the impact principal can also observe and be directly involved in how to build an effective work team. The key to building and empowering work teams starts from building commitments related to hard work, quality performance, and involvement in decision making and implementation.

The main challenge faced by the affected school principals is how to build the confidence of all school people to change and carry out the planned change agenda. However, the principal will not be able to do the whole change agenda on his own. Not even enough in the internal environment of the school, parents and the community has an essential role in any changes that will be carried out by the school. Thus, the stage of dissemination, this socialization is very important and determines the next process. In almost all the impacted schools that were respondents to this study, it was relatively successful in communicating their change agenda even though some of them experienced difficulties due to the cultural factors and the local community who were less concerned and not used to being involved in school activities. In another dimension, the impact of partnership programs that can be observed through changes in teacher performance in learning shows good results. The enthusiasm of teachers to learn and improve their performance in learning looks quite high even though there is still a lot that they have to improve, especially from their pedagogical aspects of pedagogical competencies.

CO-AUTHORS CONTRIBUTION

Author 1: Widowati Pusporini: wrote the paper, collecting data, and concise on data analysis

Author 2: Zamroni: Performed on analysis

Author 3: Mansur Arsyad: Contributed data

Author 4. Qomariyatus Sholihah: wrote the paper

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