

# Principals' Partnership Programme: Case Study In Indonesia

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**Abstract :** The Principal Partnership Program is designed to bridge the equity in the education of Partner Schools and Impacted Schools so that they are equal in terms of relevance and competitiveness. The scope of the Principal's Partnership program comprises three main components, such as curriculum management, academic supervision, and management of the school ecosystem. This article is written based on the school principal partnership program report in 2017. Sampling data was taken from 106 impacted schools, using the percentage results of implementing Follow-Up Plan of the Partnership and then triangulated with the reports from the principal of the Partner School and the facilitator of the program's implementation. A mixed method which combines quantitative and qualitative methods was applied in this research. The findings indicate that the principal partnership program activities, in general, have been well implemented and according to the percentage target of the principal's partnership program with a national increase in achievement of the Curriculum Management component from 61% to 69%, academic supervision from 61% to 71% and management of the school ecosystem from 48% to 56%. The percentage increase also occurs when instrument data is processed per indicator in components, per education level and per province and per district/city. The findings imply that the partnership program has a significant impact on equity growth in remote areas.

**Key words:** principals, partnership program, education, equity.

## 1. INTRODUCTION

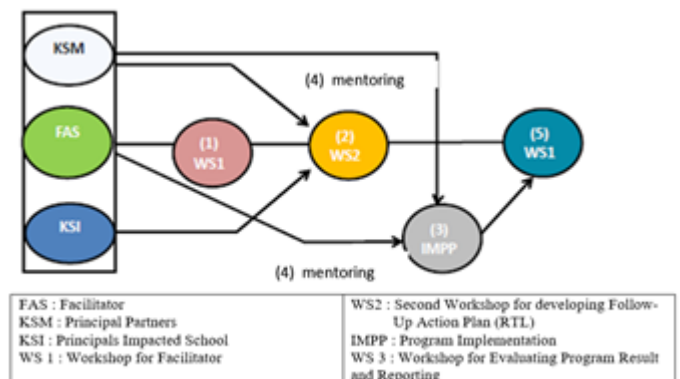
The government carries out various ways to equalize education in Indonesia. Geographical and cultural conditions may also determine the progress of the quality of education in Indonesia as well as the construction of supporting infrastructure for educational facilities, training of teachers and education personnel. Analytical and Capacity Development Partnership (2013) reported that 1) The competencies of school/madrasah principals are rated lowest for competence in supervision and use of ICT for management and teaching and learning; 2) School principals rated their competencies higher than the madrasah principals for managerial dimensions, entrepreneurship, supervision, and teaching and counseling. These differences were statistically significant; 3) Female school/madrasah principals assess their competency lower than male school/madrasah principals for managerial, entrepreneurship, and supervision dimensions; 4) The level of qualifications of school/madrasah principals, the level of school accreditation, school status (public or private), and school location are significant variables for the dimensions of managerial competence, entrepreneurship, supervision, and teaching and counseling; 5) In most competency indicators, school/madrasah principals in rural and remote areas assess their competence lower than that of school/madrasah principals in urban or semi-urban areas.

Bartoletti (2013) National Association of Secondary School Principals stated that the leadership characteristics of school principals include: visionary, confident and having the ability to trust others, able to communicate work expectations, have high standards, be role models, sacrifice, have integrity and consistency, visionary, curriculum developer, assessment expert, discipline, community builder, expert in building relationships, financial analysts, facilities and infrastructure managers, program administrators, experts in observing regulations, contractual, and policy breakers and initiatives. A principal must be competence in being visionary leadership, having unity of purpose, creator of learning community, having instructional leadership skills, having curriculum and its tools, developing professionally, being good organizational management, having assessment tools, being able to reflect, being able to collaborate, having sense of inquiry, and behaving professionally (A. Thessin & Clayton, 2013; Green, 2012). The ability of acculturation, assimilation, and actualization is also a necessity for principals (Sarros, Cooper, & Santora, 2008; Sciarappa, 2014; Woolley, Caza, & Levy, 2011). A good school leader can make a positive impact on the school climate, instructional processes, and perceptions of classroom learning (Leithwood, Seashore, Anderson, & Wahlstrom, 2004). Gülşen (2014) states that school principals play a role in stabilizing the school climate to form effective school organizations. The ability of school principals to interact with school people and establish cooperation with parties outside of school is one of the supporting factors for school success. Without effective leadership, the school is not able to achieve the school's objectives as stated by Nastieziae and Musavinejad (2018). From the various descriptions above, it can be concluded that the importance of the role of the principal is not only as a leader in the school but also as the center of the regulatory system that applies in the school. This indicates that the quality of the school will directly be influenced by the role and quality of the principal. Up to 2017, there is still diversity and disparity in terms of access, quality, relevance and competitiveness among advanced schools which are

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generally in Java with less developed schools which are generally located in remote areas outside Java. Diversity and quality disparity, relevance, and competitiveness among schools above do not only appear in terms of meeting national standards and exceeding national standards but also mainly on three essential components: Curriculum Management, Academic Supervision, and School Ecosystem Management. In the curriculum management component, for example, quality inequality is not only in the type of curriculum applicable at the education unit level but also at the level of the material taught and student learning outcomes at certain levels of education. In the component of academic supervision, deficiencies can be found in the weak academic supervision planning documents and the competency of the principal in carrying out supervision. It is even weaker when it is seen from the academic supervision to improve the quality of learning and teacher competence. Whereas in the school ecosystem management component, many schools have not developed the school ecosystem yet by involving important school stakeholders such as supervisors, committees, business and industry, the Education Quality Assurance Agency (LPMP), universities and alumni. The school's internal environment conditions have not received adequate management, while the external environment has also not been actively involved. Sanders and Simon (2002); Henderson and Mapp (2002); Christenson (2004); ascertained that partnerships produce a positive increase in the achievement of school goals (increased achievement, behavior, students' attendance, parents' participation and the community in school activities, and various other activities). Ertmer and Hruskocy (1999) and Bryan (2005) reported the impact of partnerships that can help increase school development in the ease of accessibility of technology and information. The partnerships produce a positive increase in the achievement of school goals (improvement in achievement, behavior, and attendance of students, participation of parents and the community, actively involved in school and various other activities). The Principal Partnership Program is designed to bridge poor quality schools in particular areas (referred to as Sekolah Imbas – impacted schools), in order to partner with advanced schools that are generally located on Java Island (referred to as Partner Schools) so that the quality culture in the School flows Partners to School Impacts so that they are equal in terms of quality, relevance and competitiveness between the two. Diversity and quality disparity, relevance and educational competitiveness between regions in Indonesia are increasingly bridged. The scope of the principal's Partnership program includes three main components, as follows Curriculum Management, Academic Supervision, and Management of the School Ecosystem. The three leadership components also appear in leadership articles by Elmore (2000) and Krug (1992). Design Development of the principal's partnership pattern in 2017 is aimed at guarding the implementation of the three components of partnership and ensuring the achievement of the percentage target of the principal's partnership goals in 2017. The general objectives are the equal distribution of quality, relevance, and competitiveness of education throughout Indonesia. Particular attention to partnerships is schooling in special areas. Schools in these areas face a variety of quality barriers, including lack of infrastructure (electricity, phone

signals, roads, etc.), high transportation costs to and from school, low socio-economic conditions, isolated geographical conditions, etc. These various conditions have led to efforts to improve the quality of education through educators and education personnel. This article is needed as a reference regarding the principal's partnership program that has been implemented since 2015, but there are no scientific papers related to the program. One of the breakthroughs of the program is enriching the competencies and motivations of school principals to make changes to the school's quality culture. This effort is carried out through a partnership program of principals, namely an effort to share experiences of best practices and success stories between partner principals and impacted principals, especially in conducting and solving curriculum management problems, academic supervision, and management of school ecosystems and implementing programs in impacted schools (KSI). The principal's partnership program has been carried out since 2015 through the principal's exchange program; then in 2016, it became the principal's mentoring program by the Principal Partner and Facilitator. In the initial design of the 2017 partnership program, the impacted schools (KSI) were divided into two. First is the 60% category of schools that are ready to influence some neighbor schools in 2018. Second is the 40% school category which is ready to become an influencer in 2019. This has an impact on the Follow-Up Action Plan (RTL) prepared by the principal of impacted schools (KSI). The Follow-Up Plan prepared by the 60% category School Principal which applied activities related to strengthening the indicators for the three components which are still considered weak and drawing up a plan for efforts to prepare the school as the 2018 school influencers. The Follow-Up Plan prepared by the Principal, the 40% category, is arranged in the form of activities related to strengthening the indicators of the three components which are assessed to be weak.



**Figure 1.** Implementation of School Principals' Partnership Program 2017

This article is compiled from data collected using mix-method design. That is to combine a quantitative approach with a qualitative approach. Quantitative data are presented first, then the quantitative data are explained further by the qualitative data. This article presents and describes the data on the percentage of achievement of the three target components of the 2017 principals' partnership program: Curriculum Management, Academic Supervision, and School

Ecosystem Management. This article also compares the program results with the results of other partnership programs.

## 2. METHODOLOGY OF RESEARCH

The sample of this study is 106 impacted school (KSI) principals taken from the data of the follow-up plan realization carried out in 2017. The impacted Principal who is in a particular area must demonstrate performance, potential, and willingness to progress and willingness to pursue quality, relevance, and competitiveness in 2015 and 2016 as evidenced by the triangulation of reports from the Principal Partner accompanied by the Facilitator. The instruments used were: Baseline instruments, monthly data online with school principals, monthly online data of facilitators, Follow-Up Plan analysis data, document studies, interviews, observations, results of the focus group discussion (reflection). The data in this report were collected for 6 (six) months through the process of mentoring the implementation of the Partnership Program Follow-Up Plan by the school principals, accompanied by the Principal of the Partner School and facilitator. Both were in the direct and online mentoring process for 6 (six) months starting from April to September 2017 or through face-to-face assistance (OJL) which was held on September 3-9 (Phase 1) and September 17-23 2017 (Stage 2). When OJL was organized in impacted schools (KSI), Principal Partners (KSM) and Facilitators did not only conduct mentoring interventions but also ensured that quantitative data on Follow-Up Plan implementation were valid. On the basis of these findings, the triangulation was managed by juxtaposing them with qualitative data collected through interviews, observation, document studies, and focus group discussions (FGD) in the impacted schools. In addition to validating the Follow-Up Plan data, the data on education programs and policies that refer to the three components were collected other data collected at the time of OJL in the impacted schools through interviews, observation, document studies, and FGDs. The analysis carried out was quantitative and qualitative descriptive. Quantitative data was in the form of baseline data, which was used as the starting point to see changes in the three main components of the partnership program and government policy after the implementation of the Follow-Up Plan in 2017, and final aggregation data on the achievement of the percentage of 2017 principal partnership program per component and aspects. Qualitative data was in the form of data from study documents that contain reviews of partner principals and facilitators about Curriculum Management, Academic Supervision, Management of School Ecosystems, and documents on various implementation program documents and ministry policies in impacted schools, observational data on curriculum management, documents and the implementation of Academic Supervision, School Ecosystem Management, as well as the implementation of various ministry programs and policies in the impacted schools, interview data containing testimony from school principals, vice principals, teachers, supervisors, committees and other elements, and data on FGD results reflecting the implementation of the principal's partnership program.

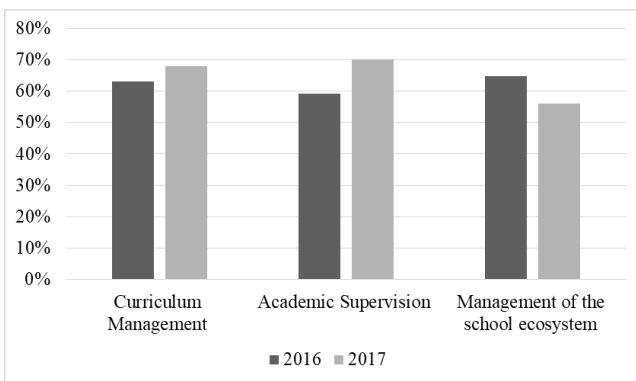
## 3. RESULTS AND DISCUSSION

The impacted principals Follow-Up Plan (RTL) was the result of a workshop in April 2017. The types of activities listed in the RTL were selected based on self-evaluation by filling out the baseline instruments. The indicators for the three components with low scores on the baseline instrument were followed up by including them in the RTL. It can be assumed, that the items of activity in the RTL only include the indicator items in the baseline instrument with a low score only. Thus, the indicator items listed in the RTL are priority activities that are roughly realistic to be realized by the Principal the impacted school for a period of 6 months during the principal partnership period in 2017. The implementation and achievement of RTL in impacted schools will affect the performance of the RTL achievement of the education unit which in turn will contribute to the cumulative percentage target achievement in the three components of the 2017 principal partnership program. The instruments in the Principal Partnership Program 2017 have 3 (three) components, and there are 140 indicators. In the Curriculum Management component, there are 68 indicators; the Academic Supervision component has 32 indicators; while School Ecosystem Management contains 40 indicators. In 106 impacted school RTL documents, there are 2-5 indicators per component from three components; 7-9 items per impacted school; and in total there are 17 indicators from 140 indicators. Thus, it is important to emphasize in advance, the unlisted the good indicators in the RTL activities of each impacted school unit in 2017 can be interpreted as the right indicators of the affected school principals; therefore, the Principal of affected school only needs to keep the indicators outside of the RTL sustainable and better. The percentage of aggregate figures for the achievement of the Principal Partnership Program 2017 is illustrated in table 1.

**Table 1.** Achievement percentage of partnership program components

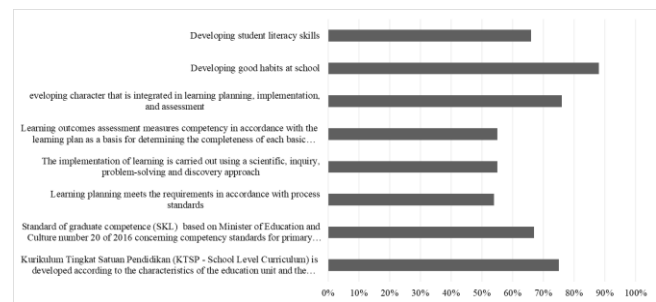
No.	Component	Year	
		2016	2017
1	Curriculum Management	63%	68%
2	Academic Supervision	59.27%	70%
3	School Ecosystem Management	64.75%	56%

The results of the component achievements in the implementation of the Principal partnership program in 2017 show the highest level of achievement in the Academic Supervision component (Table 1). This is shown in Table 1 that Academic Supervision achieves high percentage, each of which reaches 70%. This can be interpreted as the impacted school focus on Academic Supervision when preparing the RTL to improve the school quality. If it is assumed that the Principal Program Partnership in 2015 and 2016 is still in the form of document adaptation, the Principal Partnership Program for 2017 has already at the stage of carrying out academic supervision in the classroom by the Principal and utilizing academic supervision data to improve school quality.



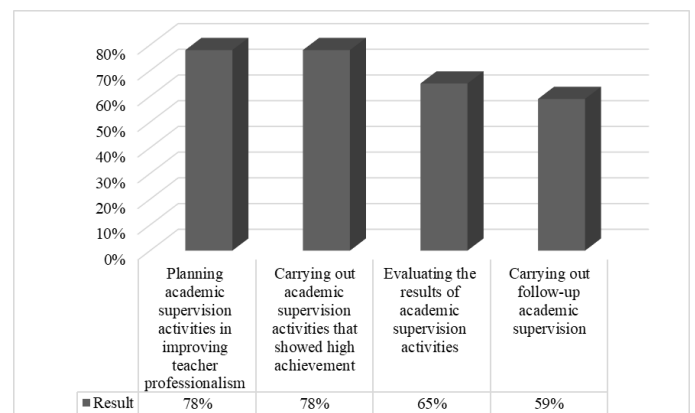
**Figure 2.** Comparison of the Percentage Achievement of Comprehensive Partnership Program in 2016 and 2017

The achievement of these components is based on the implementation of the indicators carried out in accordance with the Follow-up Action Plan (RTL) that had been prepared prior to the implementation of the RTL. In the implementation of the RTL activities, the average percentage implementation of the Curriculum Management component indicator was 7.16% (from 8 indicators of the 68 indicator items) and Academic Supervision of 17.05% (from 5-6 items of indicators of 32 indicator items). The implementation of the indicators in the RTL developed by the impacted school was obtained based on the monthly report on the implementation of the RTL through online assistance (in network / online). In the two years, the program was running; the priority to be achieved was the implementation of 3 aspects and the completeness of the documents in the impacted schools; thus, the improvements carried out had not reached a significant number. This may be caused by program activities for some schools were still new and required habituation to improvement in the aspects of the partnership program. The achievement of curriculum management is indicated by the result of the percentage of indicators. Existing indicators, among others; Kurikulum Tingkat Satuan Pendidikan (KTSP - School Level Curriculum) is developed according to the characteristics of the education unit and the characteristics of the school environment (in accordance with the vision, mission and goals of education, and the characteristics of the environment around the school) by 75%; standard of graduate competence (SKL) was by 67% based on Minister of Education and Culture number 20 of 2016 concerning competency standards for primary and secondary education graduates; Learning planning meets the requirements in accordance with process standards, that is 54%; The implementation of learning is carried out using a scientific, inquiry, problem-solving and discovery approach by 55%; Learning outcomes assessment measures competency in accordance with the learning plan as a basis for determining the completeness of each basic competence by 55%; Developing character that is integrated in learning planning, implementation, and assessment by 76%; Developing good habits at school by 88%; and Developing student literacy skills by 66%. The average percentage achievement for curriculum management aspects is 66.94%. This achievement can be illustrated in Figure 3.



**Figure 3.** Achievement percentage of each indicator of curriculum management aspects.

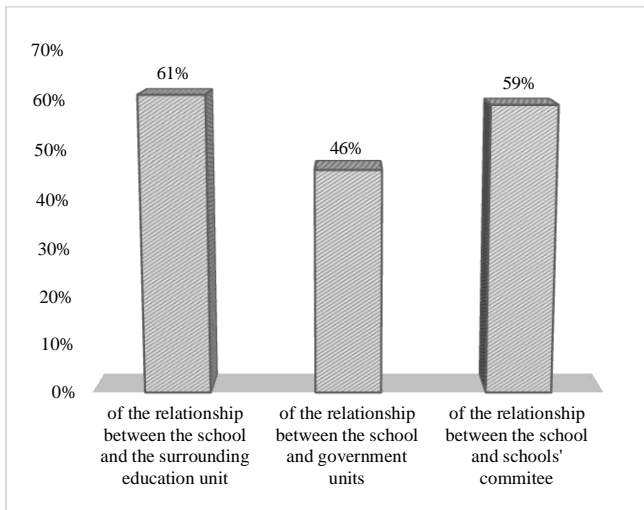
The achievement of Academic Supervision component indicator is part of the implementation of the Follow-Up Plan developed by the impacted school Principal illustrated in Figure 3. In the Academic Supervision, two indicators each reached 78%, namely 1) Planning academic supervision activities in improving teacher professionalism and 2) Carrying out academic supervision activities that showed high achievement. This shows that the impacted schools in the previous period (2015 and 2016), were still weak in academic supervision planning, so the Follow-Up Plan activities developed focused on achieving these indicators while the achievement of Evaluating the results of academic supervision activities is still low which was 65%.



**Figure 4.** Achievement of Academic supervision per indicator.

Indicators of planning and implementation of academic supervision are the highest indicators compared to other indicators, which are 78%. Evaluating the results of academic supervision activities achieved an achievement of 65% and carrying out follow-up was only 59%. This is because, from the results of several interviews, not a few principals had evaluated and followed up the results of academic supervision.





**Figure 5.** Achievement of School Ecosystem Management.

The achievement of the School Ecosystem Management component is the lowest achievement which is only 55.25%, compared to the Curriculum Management and Academic Supervision components of all impacted schools that carry out the Principal's Partnership Follow-Up Plan in 2017. Based on the achievements in the component of School Ecosystem Management, the indicator of the relationship between the school and the surrounding education unit is the indicator with the highest achievement of the other indicators, which is 61%. This shows that the impacted schools focus more on activities to build relationships and cooperation among schools around them through school community development activities such as Teacher Working Groups - Kelompok Kerja Guru (KKG), School Principal Working Groups - Kelompok Kerja Kepala Sekolah (KKKS) and School Principals' Consultations - Musyawarah Kelompok Kepala Sekolah (MKKS) in compiling their Follow-Up Plan. Indicators of achievement of the relationship between schools and Government Institutions / DUDI is the lowest achievement, which is 46%. This means that impacted schools were still lacking in building cooperation with government and business institutions or the industrial world in an effort to improve education in schools. Low impacted school's collaboration with government institutions (except Provincial and District/City), World Industry and Business Education Offices (including BUMN-Government Business Unit), Universities, the Education Quality Assurance Agency (LPMP), might be because the locations of these schools were in particular areas, and moreover category 40 of impacted schools in the remote area were in a particular area. In 2018, the power of the affected school principals in collaborating with Industry and Business (DUDI), Universities, the Education Quality Assurance Agency (LPMP), Government Institution and the local Education Agency will be used as capital to strengthen the impacted schools to become an impact for the surrounding schools.

#### 4. CONCLUSIONS

Principal partnership program activities, in general, have been well implemented and according to the percentage target of the principal's partnership program, with an increase in national achievements from the Curriculum Management component from 61% to 69%, academic supervision from

61% to 71% and school ecosystem management from 48 % to 56%. The percentage increase also occurs if the instrument data is processed per indicator in components, per education level and per province and per district/city. Of the 116 affected School Principals who participated in the baseline and Follow Up Plan preparation workshops in April 2017, there were 106 impacted schools until the 2017 partnership program ended. There were 64 impacted schools that had a 60% category in the three components of partnership and were recommended to become impacted schools at the provincial and district/city levels in 2018, and there were 42 categories of 40% impacted schools that had increased targets in the three components of partnership and were ready to become agents in 2019. In conclusion, there is an increase in the three components of the principal's partnership as expressed in other partnership programs. This research was focusing on data from the implementation of this program conducted in 106 impacted school in Indonesia in 2017. Thus, the results of this study can only be used within the scope of similar research and can allow displaying different data if the partnership activities are carried out at the work unit level/education/school unit.

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