

THE EFFECTIVENESS OF TRAINING AND MENTORING PROGRAMS IN IMPROVING THE COMPETENCIES OF PRIMARY SCHOOL PRINCIPALS IN INDONESIA

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Abstract. The principal's competencies involve a variety of abilities, knowledge, and leadership characteristics required to effectively manage a school. The principal's competency must be developed since an effective principal plays a critical role in managing the school and boosting performance. They become change agents, influencing school policy, teaching techniques, and culture in addition to being administrative leaders. As a result, school principals require appropriate instruction and guidance to help them carry out their responsibilities more effectively. This study intends to see the impact of mentoring and training in order to improve the competency of school principals. The survey was conducted at 12 elementary schools throughout 12 provinces in Indonesia, with school principals serving as responders. The training and mentorship program in this study is an activity designed to strengthen the leadership skills of school administrators by offering training materials and feedback on the challenges participants face when implementing the program. Each instruction is intended to be practiced in the form of assignments. Furthermore, the monitoring program is an activity that aims to strengthen teacher leadership by first delivering traditional mentoring material (60 minutes) and then group mentoring. This program runs 18 times at an intensity of once each week. Meanwhile, the coaching program runs for six months during the program's implementation. The findings revealed that the training and mentoring programs provided were highly helpful in developing the competencies of elementary school principals.

Keywords : Principal; Competency; Training and Mentoring Program; Elementary Schools; Student

INTRODUCTION

An effective headmaster is essential for controlling and increasing the school's success. They become change agents, influencing school policy, teaching techniques, and culture in addition to being administrative leaders. Here are some points about the value of effective principals: (1) Visionary Leader: An excellent principal has a clear vision for the school. They can create long-term strategic strategies that will result in beneficial change. (2) Strong Managerial Ability: Effective management is essential for executing daily activities. The principal must handle the school's resources, budget, and administration properly. (3) Instructional Leadership: Effective principals are concerned with the quality of teaching and learning as well as administrative tasks. They assist and encourage teachers' professional growth, ensuring that instruction meets defined criteria. (4) Promoting a Positive School Culture: Principals play an important role in building an inclusive, collaborative, and achievement-oriented school culture. (5) Stakeholder Relationships: It is critical to develop positive relationships with teachers, students, parents, and members of the community. The headmaster efficiently collaborates with all stakeholders to promote the school's objectives (Bass and Riggio, 2006; Greenfield, 2014; Yukl, 2012; Sergiovanni, 2007).

The principal's leadership is closely related to various factors, particularly student learning outcomes. According to Leithwood et al. (2004), the relationship between school leadership and student learning outcomes is very close and influences a variety of aspects, including: (1) Teaching Quality: Effective school leadership can influence the quality of instruction. Leaders that prioritize teacher professional development, provide good supervision, and foster innovation in teaching approaches tend to create conditions where teachers may better teach students, (2) Learning Culture: The principal helps establish the school's learning culture. A culture that promotes discovery, cooperation, and continual development will have a positive impact on how children learn and interact in the educational environment, (3) Focus on Goals and Standards: Leaders who show a clear vision and establish high academic accomplishment standards provide students and teachers with clear direction. This can stimulate improved achievement among kids. (4) Policy and Resource Support: Effective leadership also entails providing appropriate support for the effective implementation of learning policies, as well as providing the resources necessary to support student success, (5) Conflict and Challenge Management: Principals who can manage disputes and problems in the school environment might help kids learn more effectively by creating stable settings. Studies have indicated that strong and effective leadership at the school level has a favourable association with enhanced student academic achievement. Leadership that inspires, encourages innovation, and prioritizes learning has a huge impact on how children learn and develop in the classroom.

An effective principal does not appear out of nowhere; rather, it is the result of a thorough training and experience program. Many principals are initially great teachers, but they may lack the managerial or leadership abilities required to properly govern their school. The educational environment is always evolving. Principals must regularly upgrade their abilities to meet new difficulties such as technology in education, inclusion demands, and innovative teaching methods. Managing resources, such as school budgets, human resources, and infrastructure, is a significant aspect of the principal's job. Training programs can help them with this element of management. Appropriate training and mentoring programs can help administrators develop their skills and knowledge as they tackle the challenges of managing schools. It can also serve as a platform for principals to share their experiences and best practices, forming networks that will help them improve professionally. (Leithwood and Riehl, 2003; Day et al., 2011; Hallinger, 2003; Bush, 2011; Sergiovanni, 2007; Fullan, 2014; Elmore, 2000).

Training allows principals to develop their leadership abilities, implement new initiatives, and broaden their understanding of good leadership concepts. It is critical to address the various issues that exist in operating modern schools. According to transformational theory, strong leaders can drive beneficial organizational change. Training assists principals in developing the abilities required to become leaders capable of inspiring, motivating, and influencing others (Bass and Riggio, 2006). According to contingency theory, good leadership takes into account shifting situations and contexts. Training enables school principals to adapt to changing legislation, technology, and educational needs (Yukl, 2012).

Attending training also allows principals to connect with best practices and innovations in educational leadership, broaden their networks, and become more aware of the most recent educational advances. Training also helps principals with management tasks like resource management, administration, and instructional leadership (Sergiovanni, 2007).

The headmaster must be able to improve the quality of teaching at the school. According to servant leadership theory, good leaders prioritize the needs of others. Training

assists administrators in developing methods to enhance teachers' professional growth and improve learning outcomes (Greenfield, 2014).

Thus, training for school principals serves as a solid foundation for enhancing their performance and the quality of education in their schools. The purpose of this study is to determine the effectiveness of the training and mentorship program in developing the competences, principals, and character of primary school pupils.

METHOD

This is a cross-sectional study, which is an observational research approach used at a specific period in time to collect data from a group of people or communities who reflect a specific demographic. The survey was conducted in 12 elementary schools throughout 12 provinces in Indonesia, with respondents including teachers, principals, and pupils.

The principle was given a three-month training program, followed by six months of supervision. School principals are assisted in putting the results of the training into action, such as introducing student character development programs at school. Furthermore, the program's effectiveness in developing student competency and character in school was assessed.

The competency of school principals is judged using six characteristics derived from the findings of Defit et al.'s (2022) research, including: (a) Coach, capable of guiding kids depending on their potential. Also able to guide other instructors; (b) Educator, with a good teacher self-concept and the ability to create, apply, and assess learning; (c) Reinforcer, able to inspire themselves, students, and other teachers to obtain the best results in every activity; (d) Millennials, capable of leveraging technological advancements to improve the effectiveness of learning and education; (e) Analysts, capable of analysing problems and developing solutions; and (f) Trainers, capable of communicating effectively, mastering good public speaking skills, and sharing knowledge and experience with other educators.

Scoring systems are used to assess the category level and its influence on each variable. The scoring system for all variables is consistent, thus the greater the score, the higher the category. The data is then summed and categorized using normative scoring systems.

$$\text{Class Interval (IK)} = \frac{\text{Maximum Score (Sma)} - \text{Minimum Score (Smi)}}{\text{Number of categories}}$$

Table 1. Assessment Categories

Percentage of achievement	Assessment Category
$0 \leq x \leq 25$	Ineffective
$25 < x \leq 50$	Less effective
$50 < x \leq 75$	Effective
$75 < x \leq 100$	Very effective

RESULTS AND DISCUSSION

Training Program

According to Andrew E. Sikula, as quoted by Sedarmayanti and Rahadian (2018), training is a short-term education process that employs systematic and organized methods to teach non-managerial staff new skills. Self-development and training can help to improve the quality of learning. Training is critical for teachers of all levels of competence. The training attended by the teacher will provide insight, theory, and knowledge to the applied learning activities.

The training program in this study is an activity designed to increase school administrators' leadership skills by providing easy and effective training materials. Each

instruction is intended to be practiced in the form of assignments. Furthermore, the monitoring program is an activity that aims to strengthen teacher leadership by first delivering traditional mentoring material (60 minutes) and then group mentoring.

This program runs 18 times at an intensity of once each week. The training and mentorship program begins with a pretest and a posttest to measure instructor knowledge or monitoring before to and following training. The training curriculum was delivered 11 times in two months.

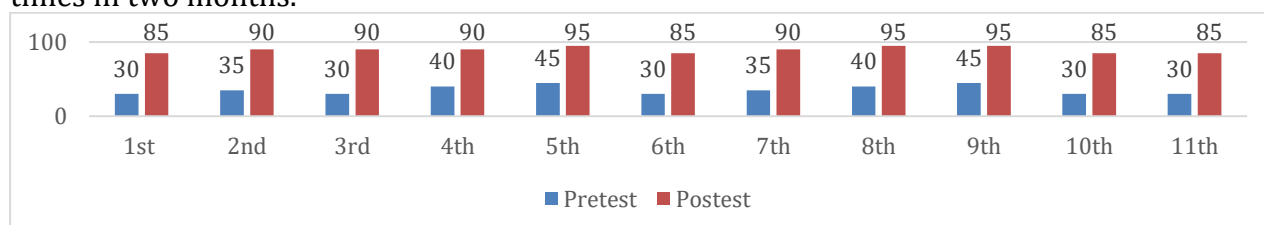


Figure 1. Training Program Pretest and Posttest Scores (%)

The measuring results revealed that posttest scores increased in all of the trainings delivered. The average score indicated a 55% increase in teacher expertise following training. This suggests that teachers' expertise of educating today's generation improves significantly after undergoing training.

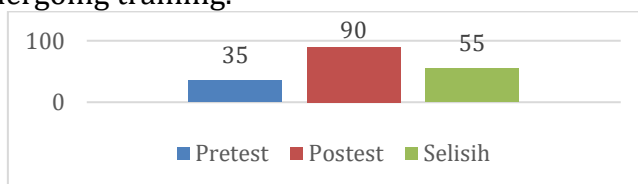


Figure 2. Post-Program Teacher Knowledge Improvement (%)

Mentoring Program

The mentoring program was offered seven times in two months. The measurement results revealed that there was an overall increase in posttest scores for each mentoring session.

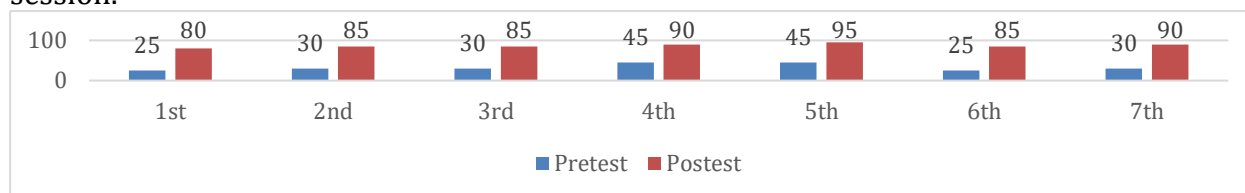


Figure 3. Mentoring Program Pretest and Posttest Scores (%)

Meanwhile, the average score indicated a 55% increase in teacher knowledge after training. This suggests that mentoring programs significantly increase instructors' abilities to educate today's generation.

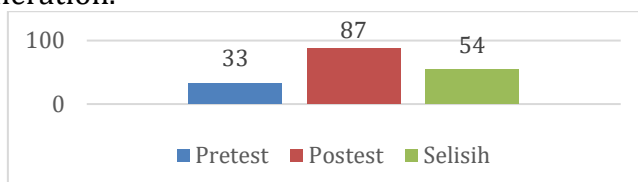


Figure 4. Post-Program Teacher Skills Improvement (%)

Program Coaching

The coaching program is an activity designed to develop the principal's leadership by guiding participants through the problems they face when implementing the program. Teachers are guided by coaches who are education practitioners. These coaches have

previous expertise in the educational field. Coaching lasts six months during the program's implementation. This program also guides and monitors teachers as they apply the knowledge and expertise they obtained throughout training and mentoring.

Assignment and Implementation

Assignment and implementation are follow-ups to each content (training and mentorship), allowing it to be utilized and manifested in the competence and character of civilization teachers. Program participants are assigned after attending training and mentoring.

One type of duty is to design and implement character development programs for pupils, such as etiquette training, mutual aid, and social activities. The assessment findings show that the average assignment score among participants is 90 points.

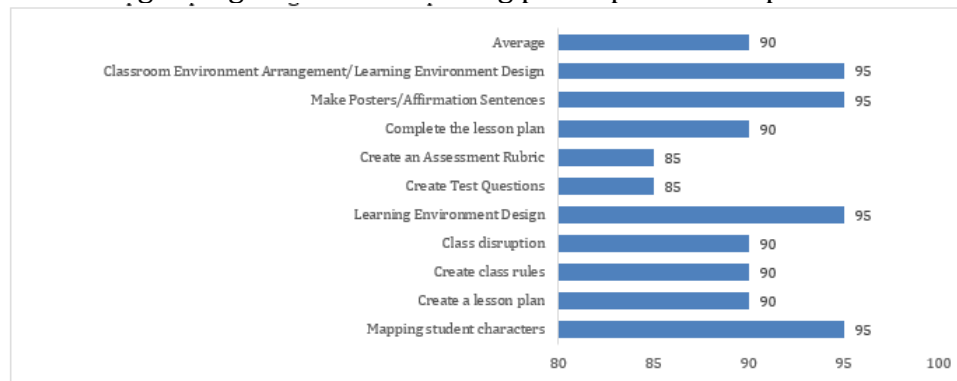


Figure 5. Assignment Assessment

Effectiveness of Training and Mentoring Programs on Principal Competency Development

Rosni (2021) defines teacher competence as knowledge, abilities, attitudes, and values relevant to teachers' obligations and functions in the educational context. Teacher competences include mastery of teaching materials, the capacity to design and implement learning, class management, communication with students and parents, and professional development (Suryabrata, 2018).

Appropriate and relevant training is critical in equipping school leaders to address the complex challenges of education. This enables principals to be more effective and influential in creating a pleasant learning environment in schools (Hallinger & Heck, 2010).

The principal's competency in this study was measured using six variables: (1) the principal as a Coach, (2) the principal as an Educator, (3) the principal as a Reinforcer, (4) the principal as a Millennial, (5) the principal as an Analyzer, and (6) the principal as a Trainer.

The findings indicated that the training and mentorship program given was highly beneficial in developing the competencies of elementary school leaders, with an 86.5% score. This is consistent with Bush and Globber's (2014) research, which found that training has a significant impact on the development of school principal competences. It allows principals to develop the skills, knowledge, and attitudes essential for effective leadership in the school setting. Training provides insight into a variety of effective leadership practices that can be used in schools. Principals can get a stronger understanding of educational management, administration, and policy.

Table 2. Effectiveness of the Program on Competency Development of School Principals

No	Competence	Score (%)	Category
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1	The Principal as Coach	83	Very effective
2	The Principal as an Educator	88	Very effective
3	The Principal as Reinforcer	87	Very effective
4	The Principal as a Millennial	84	Very effective
5	The Principal as Analyzer	88	Very effective
6	The Principal as Trainer	89	Very effective
Average		86.5	Very effective

CONCLUSION

The principal's competency in this study was measured using six variables: (1) the principal as a Coach, (2) the principal as an Educator, (3) the principal as a Reinforcer, (4) the principal as a Millennial, (5) the principal as an Analyzer, and (6) the principal as a Trainer. The findings proved that the training and mentorship program given was extremely successful in developing the competencies of elementary school leaders, with an 86.5% score.

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