

On The Job Skill-based Servant Leadership Training Model for Principal Effectiveness

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Abstract--- *This research aims to (1) develop an on the job skill-based servant leadership training model in order to create effective principals in school management; (2) formulate the needs of the leadership training model for effective principals; (3) determine the effectiveness of leadership training model of on the job skill-based. This research used Addie's research and development method including analysis of demands, design, and development, implementation, and evaluation. The study subjects were principals. The results of the research show that (1) the training model is able to improve principal knowledge and skills. (2) model variation obtains good category value. Material experts give value by 83,2 %, with a reliable category, media experts give value by 82,0 % with reliable category and participants by 87,2 %, with a very reliable category. (3) results of the post-test show a significant increase from the results of the pretest by achieving mean by 79. Achievement of posttest increases from a value of pretest which previously obtains 62. (4) results of product trial through on the job learning obtain mean with a score by 4,06, (5) results of respondents' response on training model obtain mean score by 4,13. Based on the study results, it can be concluded that on the job skill-based servant leadership training model for principal effectiveness is reliable to be used as the principal training model. The training model encourages improved effective service leadership competence for school management.*

Keywords--- *Service Leadership, Leadership Training, On the Job Skill, Effectiveness.*

I. INTRODUCTION

Quality of education is greatly determined by leadership effectiveness. Leadership effectiveness is the ability of leaders to guide and direct their organizational members in order to achieve shared objectives and complete missions (Mardalena, 2017). In the educational context, McEwan's (2004) mentioned there are indicators of effective principal success, namely academic success, staff empowerment, conducive school culture and climate for learning, having ability to deliver and communicate school vision and mission, giving expectation, empowering teachers and developing good relations with all parties. So, effective leadership plays a role as the key to qualified education realization.

Researchers have analyzed the relationship between effective leadership and the quality of education. In a number of studies, it reveals that school continuously makes self-transformation, new models in facing various changes. Principals are required to innovate and be creative based on main tasks as principals (Kęstutis Trakšėlyš et

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al, 2016). Another study reveals that the achievements of learners will improve by effective school leadership (Denise Vaillant, 2015). Beare et al (1989) described that leadership is always seen as an excellent main school characteristic. Definitely, they who look for quality in education must ensure its existence and that the development of potential leaders must be the main priority. School leadership has great significant effects (Rachma Fitriati et al. 2014).

Effective principals play a central role. He serves as the agent of movement of change, dynamic, and facilitator to create participation, motivation and work ethics by all education stakeholders. In the hands of principals, there will be developed on the school implementation. There will be more systematic, structured and change-oriented school management. These will support work achievement. These efforts to improve education quality must be initiated by principals. The key is that principals must have the competence of knowledge and characters as effective leadership (Aan Komariah and Dedy Ahmad Kurniadi, 2017). Therefore, in the current era, schools are supported to keep having oriented leadership to achievement and productivity (Gill et al, 2010). The focus of leadership emphasizing productivity is a leadership influencing each organizational member's behavior in developing organizational commitment (Aan Komariah, 2016).

Principals are the main figure in school leadership mainly in the improvement of school quality. School success is greatly determined by principal managerial skills. The managerial skills assist principals in school management effectively. This is supported by an opinion by (in Izaak Hendrik Wenno, 2017) expressing that principal managerial leadership serves an important role in school education management so there will be effective and efficient qualified education achievement.

Based on the results of the analysis, there is a gap in principal leadership due to several reasons. (1). The principal leadership model still emphasizes authority as a leader and is instructional. There are centralized school policymaking, limited communication, closed inputs, lacks competence in empowering. These are caused by: (2), the school does not yet have a principal training model. The principal does not have main guidelines in carrying out the tasks, (3), School does not yet have technical training materials. This analysis is in line with the results of the questionnaire on principal leadership. The results of the questionnaire showed that the characteristics of empowering leadership obtained a mean of 2.6 with a percentage of 52%. Communication Skills obtained a mean of 3.0 with a percentage of 60% and Accountability obtained a mean of 2.9 with a percentage of 58%. Based on the questionnaire results, it can be concluded that empowering leadership behaviors, communication skills and accountability are not yet possessed in school management (Data Processed, 2019). The impact is less effective in school management. The ineffectiveness of leadership to manage schools will cause various problems. One of them is decreasing school quality (Mukhtar et al, 2016).

These results are in line with the results of research by Kummerer and Lurch in (Idris, 2005) showing that the principal leadership function is still relatively low. Some school principals tend to only deal with administrative issues and monitor teacher attendance or make reports to supervisors so that the principal role has not been shown to be a professional leader and has a positive leadership influence or give effects on teacher performance in carrying out each annual school program.

In order to solve the problem, the researchers develop an on the job skill-based servant leadership training model for *principal effectiveness*. The served leadership is developed as a model since it can improve principal knowledge and skills in school management. Ding et.al, (2012) in his research showed a positive and significant correlation of servant leadership and employee loyalty and quality improvement. Servant leadership can also be an alternative to leadership in education in terms of making successful organizational changes (Handoyo, 2010). Servant leadership can assist principals in effective school management.

Servant leadership according to Russell and Stone (2002) is leadership that takes a position as a servant to coworkers and aims to meet other needs. Page and Wong (2000) defined servant leadership as an effort to serve others by working together in order to achieve development and welfare to meet any determined targets for shared goodness. Leaders who serve must be able to empower, want to communicate and be open in managing school organizations.

The servant leadership training model is designed to be independently studied so as to improve principal skills in solving problems in school management. Michel Armstrong said training is a development to systematically improve the knowledge, skills, and attitudes needed by someone to carry out tasks and works (Ms. Pallavi P. Kulkarni, 2013). Whereas Pattanayak (2005), argued that training is a program designed to improve performance and to bring structural changes in knowledge, skills, attitudes and social behavior for certain jobs. While Steinmez & Patten (2015) revealed that training is a short-term process that utilizes a systematic and organized process where non-managerial personnel learns technical knowledge and skills.

The training model includes three materials *on the job skill*-based servant leadership training model, namely empowerment, communication skill, and accountability. Meanwhile, *on the job skill* approach is a technical servant leadership training model. The technical approach is used to improve principal leadership performance and effectiveness. The training model tries to correlate the knowledge and technical skills of participants in carrying out basic tasks in school. The training model is done by the *In-On-In* training method. The training program aims to hone participants' abilities by providing opportunities to receive the material, analyze, practice and follow up. Through the *In-On-In* training model, participants are expected to be able to apply servant leadership in school management. Based on this description, it is necessary for a study with the title: On The Job Skill-Based Leadership Training Model for Principal Effectiveness.

II. RESEARCH METHOD

This research method uses the *Addie* research and development method. Addie Stands for Analysis, Design, Develop, Implementation and Evaluation. Research and development are industry-based development, research findings are used to design new products and procedures, then there is systematic field testing, evaluation and perfection to obtain the same effectiveness, quality or standard of the specified criteria (Borg and Gall, 2007)

The study was conducted in elementary schools. The research was carried out in semester 1 (one) and 2 (two) 2018-2019 academic year. Preliminary research was conducted in October-November 2018 and research trials in February-June 2019. The target of the researchers in this research was the principal.

Based on the Addie research and development model, there are a number of steps that are adapted as directions for the development of on the job skill-based servant leadership training models including analysis phase, design stage, development stage, implementation stage, and evaluation stage. The five stages can be seen in the following chart.

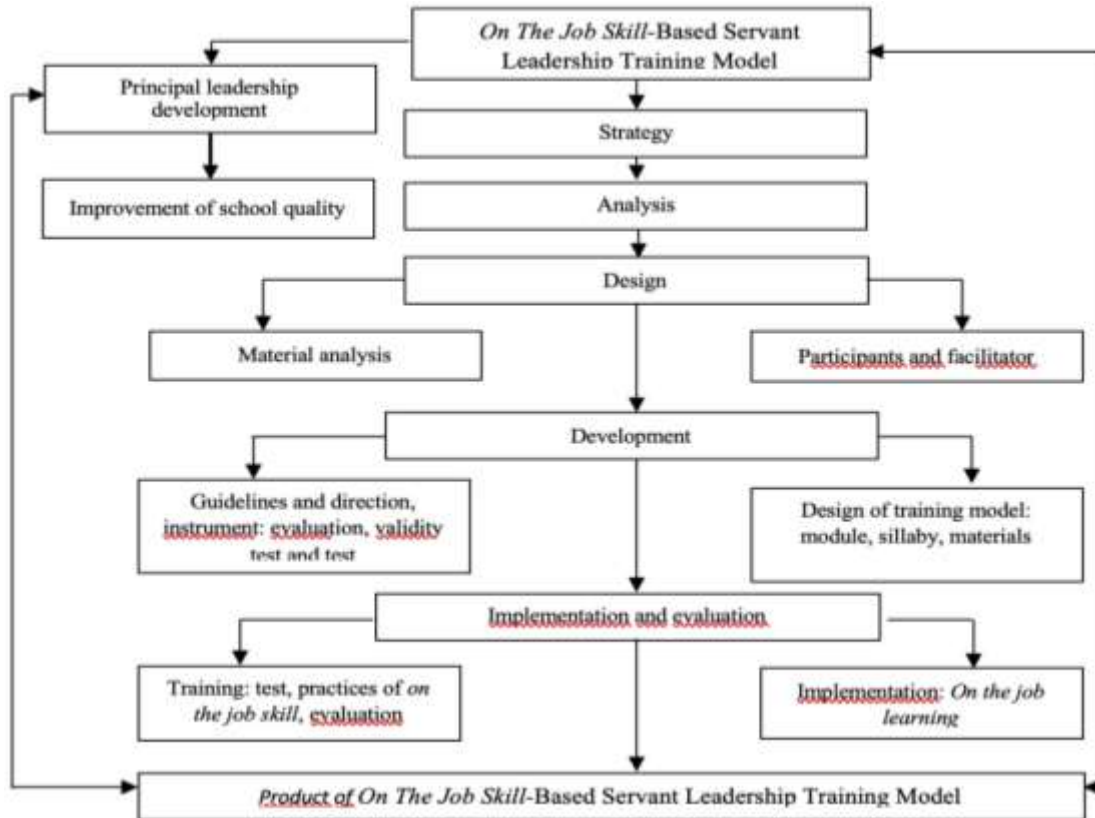


Chart 1: On the Job Skills-Based Servant Leadership Training Model for Principal Effectiveness

Based on the chart above the stages of research and development include a. Needs analysis, b. Design, c. development, d. implementation, e. evaluation. While data collection techniques used to pretest and post-tests. Non-test techniques include interviews, observation, and documentation.

III. RESULTS AND DISCUSSION

1. Results

Based on the analysis data, it is found problems on the principal leadership model, namely low level of empowering behavior, communication skills and accountability in school management. This is in line with the questionnaire results on educators and education staff which empowerment behavior obtained a mean of 2.6 with a percentage of 52%, communication skills obtained a mean of 3.0 with a percentage of 60% and Accountability obtained mean of 2, 9 with a percentage of 58%.

The initial product of *the job skills*-based servant leadership model for principal effectiveness is validated to determine its condition before the trial limited in the field. Validation was carried out by material experts, media experts, and participants. Based on the data, the validation means of all material aspects obtain the value of 4.16

with a percentage of 83.2% with a reliable category. Then the reliability aspect of the media obtains a mean of overall validation of 4.14 with a percentage of 82.0% with a reliable category. While the results of the validation on the participants (principals and prospective principals) obtain a value of 4.5 with a percentage of 87.2%, the category was very reliable. The overall mean of the validator is 4.27.

In training, the use of *on the job skills*-based servant leadership modules for principal effectiveness conducts pretest and posttest for participants. The participants consist of 20 people from 5 Catholic elementary schools in Bandung. Out of 20 people, there are 5 people as principals and 15 people as teachers with the position of prospective principal. Based on the results of the pretest, the participants obtained mean by 62, while the posttest score obtains mean by 79. Based on the results of the data normality test, it shows that the sig value is above 0.05 in the pretest data while the posttest data has a sig value below 0.05. As for the results of the hypothesis test, the value of *on the job skills*-based servant leadership for principal effectiveness before and after training modules shows a very significant difference ($p < 0.05$). Thus, it means that *on the job skills*-based servant leadership modules have very significant effects on improving leadership skills. Thus, *on the job skills*-based servant leadership module for principal effectiveness gives very significant effects on improving leadership competence.

In order to obtain inputs on the implementation of *the job skills*-based servant leadership module training program for principal effectiveness, researchers ask responses from the principals on the process of organizing training programs and benefits of improving their leadership as school leaders. The results of participant responses to the training program and the benefits of the module on educational leadership can be seen in the following table.

Table 1: Participants Response on the Job Skills-based Servant Leadership Module Training Program

No	Statements	SS	S	R	TS	STS	Total	Mean	Category
		5	4	3	2	1			
1	Training materials are very clear and understandable	6	8	6	0	0	20	4,00	B
		30,0%	40,0%	30,0%	0,0%	0,0%			
2	Training materials improve leadership skills and views at school	5	9	6	0	0	20	3,95	B
		25,0%	45,0%	30,0%	0,0%	0,0%			
3	Training materials are understandable and applicable at school	6	10	4	0	0	20	4,10	B
		30,0%	50,0%	20,0%	0,0%	0,0%			
4	Training materials vary and are enjoyable	7	10	3	0	0	20	4,20	B
		35,0%	50,0%	15,0%	0,0%	0,0%			
5	Facilitators master the Training materials both theories and practices	5	8	7	0	0	20	3,90	B
		25,0%	40,0%	35,0%	0,0%	0,0%			
6	Facilitators have skills in delivering the materials	5	11	4	0	0	20	4,05	B
		25,0%	55,0%	20,0%	0,0%	0,0%			
7	Facilitators use relevant medias and support the materials.	4	11	5	0	0	20	3,95	B
		20,0%	55,0%	25,0%	0,0%	0,0%			
8	This training program encourages creativity and innovation in my school development	10	7	3	0	0	20	4,35	A
		50,0%	35,0%	15,0%	0,0%	0,0%			
9	This training program is able to develop my leadership in empowering teachers, communication skill and accountability in school management	12	8	0	0	0	20	4,60	A
		60,0%	40,0%	0,0%	0,0%	0,0%			
10	training materials give inspiration and motivation for self-development in the field of school management technics	5	14	1	0	0	20	4,20	B
		25,0%	70,0%	5,0%	0,0%	0,0%			
Mean								4,13	B

Notes: SS=Very Agree, S=Agree, R=in Doubt, TS=Disagree, STS=Very Disagree.

Based on the table, the participant response to the implementation of the job skills-based servant leadership module training program for the principal effectiveness can be concluded to be good. This conclusion is obtained from the participant's evaluation of modules, materials, facilitators, methods, media, services and usefulness. Evaluation of the participants on the overall implementation of the training program obtains mean by 4.13, in a good category.

Then, in order to obtain inputs of educators and education staff on the implementation of the job skills-based servant leadership module training program, the researchers make evaluation indicators. The results of the evaluation of educators and education staff can be seen in the following table.

Table 2: Response of Teachers and Education Staffs on Module Implementation at School by Participants

No	Assessment Indicators	SS	S	R	TS	STS	Total	Mean	Category
		5	4	3	2	1			
A. Empowerment									
1	Learning Management	7	24	9	0	0	40	3,95	B
		18%	60%	23%	0%	0%			
2	Curriculum Management	11	24	5	0	0	40	4,15	B
		28%	60%	13%	0%	0%			
3	Studentship Management	13	18	9	0	0	40	4,10	B
		33%	45%	23%	0%	0%			
4	Extracurricular Management	11	28	1	0	0	40	4,25	B
		28%	70%	3%	0%	0%			
B. Communication Skill									
5	Communication of morning Briefing	12	21	7	0	0	40	4,13	B
		30%	53%	18%	0%	0%			
6	Communication of monthly meeting	12	20	8	0	0	40	4,10	B
		30%	50%	20%	0%	0%			
7	Communication of personality guidance	10	20	10	0	0	40	4,00	B
		25%	50%	25%	0%	0%			
8	Communication of social Media	8	21	11	0	0	40	3,93	B
		20%	53%	28%	0%	0%			
C. Accountability									
9	Management of <i>Bos</i> funds	9	24	7	0	0	40	4,05	B
		23%	60%	18%	0%	0%			
10	Management of Business Unit	11	17	12	0	0	40	3,98	B
		28%	43%	30%	0%	0%			
11	Management of Cooperative	14	15	11	0	0	40	4,08	B
		35%	38%	28%	0%	0%			
12	Management of extracurricular Finance	8	26	6	0	0	40	4,05	B
		20%	65%	15%	0%	0%			
Mean								4,06	B

Notes: SS=Very Agree, S=Agree, R=in Doubt, TS=Disagree, STS=Very Disagree.

Based on the table of responses by educators and education staff on the implementation of the job skills-based leadership training model for principal effectiveness in schools can be concluded to be good. This conclusion is obtained from the mean of the evaluation of participants on empowerment, communication skill, and accountability aspects. The responses of educators and education personnel obtain mean by 4.06 in the good category (B).

2. Discussion

The *on the job skill*-based servant leadership training model for principal effectiveness serves as an effort to encourage principal effectiveness in school management so that school quality increases. Principals who lead schools effectively have an impact on improving the quality of school management. In the servant leadership training model, participants are trained to have technical knowledge and skills in school management as serving leaders. It then plans the training model. The aim is to change attitudes, knowledge, skills, and behavior through learning experiences to achieve effective performance in certain activities (Wajdi Milhem et al, 2014). The training model improves technical knowledge and skills. The training model is created in a planned and systematic manner through learning activities and programs that encourage participants to reach the level of knowledge, skills, competencies, and abilities to carry out their work effectively (Aidah Nassazi, 2013).

The formulation of the training model design aims to clarify the learning direction in the training model materials. The design of the training model includes material planning, evaluation, training methods, and techniques. This design is the basis for training activities (Shelton, K, and Saltsman, G, 2008). The design of the training model includes material mapping, competency standards, basic competencies, competency indicators, problems, reinforcement, material summaries, and learning activities.

The development stage of the training model includes the development of servant leadership material consisting of empowerment, communication skills, and accountability. Material development is based on needs analysis. At this stage, there is a module validity test by experts. The model validity test aims to determine the model reliability that has been made. Model material experts are leadership learning material experts, leadership learning media experts, and practitioners. To obtain a quality training model, the training model is validated by experts and participants. The validation results obtain mean by 4.27. The percentage of achievement is 84% with a valid category. Thus, on the job skills-based servant leadership training module for principal effectiveness meets valid criteria. The advice given by experts related to module development is related to the addition of module material competency map. Suggestions for revision of experts and participants aim to improve the better quality of the module.

At the implementation stage of the training model, it conducts pre-test and post-test. The pretest and posttest aim to determine the level of participants' mastery on the *job skills-based* servant leadership training model for principal effectiveness including empowerment, communication skills, and accountability. The pretest data obtain participant mean by 62, while the posttest obtains mean by 79. While the normality test results showed that the sig value is above 0.05 on the pretest data while the posttest data has a sig value below 0.05. As for the results of the hypothesis test, the value of the *on the job skills*-based servant leadership for principal effectiveness before and after the model training shows a very significant difference ($p < 0.05$). The difference in learning outcomes through training between the pre-test and post-test scores can be seen from the pre-test and post-test scores. So the implementation of “on the job skills-based” servant leadership training model for principal effectiveness gives significant effects on improving participant knowledge.

According to the evaluation of the participants, the training model is concluded to be appropriate. There is a positive response from the participant's evaluation of the modules, materials, facilitators, methods, media, services and usefulness. The evaluation of the participants on the overall implementation of the training program obtains mean by 4.13, in a good category. The material is understandable, the methods are varied and interesting, the facilitators have competence, effective use of media. The training benefits are encouraging creativity and innovation and increasing leadership to gain high value.

One vision of the servant leadership training model is to change leadership behavior to the technical stage so that the principal performance can be improved. Principals lead the school effectively. One strategy is the implementation of activities *on the job learning* and *service-learning 2 for 3* (three) months. Based on an evaluation of the success of the *On The Job Learning* implementation by the facilitators, it is concluded that the *on the job learning* activity leads to changes in increasing empowerment, communication skills and accountability of the principals. This success can be seen in the participants' scores. The empowerment aspect obtains mean by 4.17, the aspect of communication ability obtain mean by 4.17 and the aspect of accountability obtains mean by 4.01. The overall achievement of the mean is 4.11 in the Good category (B). The results of the evaluation by school residents on the participants obtain mean by 4.06 in the good category (B).

Based on the results of the analysis, design, development, implementation, and evaluation on the training model, it can be concluded that the on the job skills-based servant leadership training model for principal effectiveness is able to improve the principal knowledge and skills in empowering, communicating and developing school accountability. The strength of this training model is that the training model materials directly focus on the technical level of school management so that it can be implemented by the trainees. Empowerment, communication skills, and accountability have increased by the development of the training model.

This training model has effects on improving principal performance. The training model is an effective investment and is greatly required. This training makes participants feel confident and good. It leads to many positive results. Total participant involvement encourages training success. This is in line with Ganesh M., & R. Indradevi (2015) who said that the training is successful when there are involvement and interest among trainees, thus they can successfully complete the work.

IV. CONCLUSION

Based on the results of the research described above, several things can be concluded as follows.

First. The development of *on the job skills*-based servant leadership training model for principal effectiveness is conducted through stages namely analysis, design and development, implementation and evaluation

Second. The *on the job skills*-based servant leadership training model for principal effectiveness provides significant benefits for increasing principal and prospective principal understanding of school management.

Third. The implementation of *the job skills*-based servant leadership training model for principal effectiveness can improve participants' technical abilities on aspects of empowerment, communication skills, and accountability. School residents feel an increase in performance in empowerment, effective communication, and transparency in school management.

Fourth. The *on the job skills*-based servant leadership training model for principal effectiveness can be used to improve principal leadership competency. Learning in the training model can be done both as individuals and as groups.

V. RECOMMENDATIONS

This research has several recommendations. The recommendations that can be given in this study are as follows.

First, it is necessary to implement the *on the job skills*-based servant leadership training model for principal effectiveness as one of the principal development models so that it contributes positively to improving school quality.

Secondly, it is necessary for the principal as a school leader to develop himself in a sustainable manner so that he can be a servant leader with abilities to empower, communicate skillfully and uphold accountability in school management.

Third, it is necessary to adopt the *on the job skills*-based servant leadership training model for principal effectiveness in the principal development program, especially at the elementary school level. This is necessary to build a spirit of servant by principals so that they are able to manage the school effectively.

Fourth, it is necessary for education policymakers in primary school level to utilize this training model for school principal development. The training and learning model is very good to be used so that school principals are able to learn independently and creatively.

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