The Tendency of Principals' Innovation Ptentials and Decision Making Foundation Mastery

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Abstract: Schools in globalization era are supposed to have self renewal mechanism so that they become organizations that never stops transforming in response to change. For that reason, the principal strategic role of the principal as managers of change becomes increasingly urgent to be the "enabler in chief". The principal must attend school as an initiator of novelty and make it a reality. He must be able to map out the underlying problems in his school, which will only be resolved through some renewal efforts. Therefore, the innovation and mastery of the foundation of decision making becomes a prerequisite for a principal. This article explores the portrait of experience of a number of elementary school principals along with their alternative thinking strategic steps to increase professionalism of the principals. Survey has been conducted on 120 primary school principals in one district in West Java, Indonesia. The purpose of the survey is to determine the trend of the potential for innovation and mastery of the foundation of the decision of the principals of elementary school. The methods were performed through innovative potential tests (Rogers's theory modification) and weigh the position of decision making updates. The findings of the study indicate that the general trend of innovation potentials seen as feasible for the principal's task is only available in a small number of principals. The tendency of mastery of the foundation of decision-making is generally in the low category.

1 INTRODUCTION

The quality of education in Indonesia is still an issue that continues to emerge in every study of national education. One of the indicators is seen from the under expected achievement. The implementations of school accreditation, as an indicator of improving the quality of educational units, over the last two years (2013 and 2014) are reported to be unable to meet established targets and even significant reductions. In 2013, the achievement of the target of increasing the quality standard of education and implementation of accreditation is 97.59%. Then in 2014 the achievement of the same thing becomes 66.14% (Lakip Kemendikbud, 2015). Similarly, the Kemendikbud Lakip in 2015, although presented in different format, on the realization of several things also showed a decrease, especially related to the achievement of quality indicators at the Primary level, SD / SDLB and SMP / SMPLB (Lakip Kemendikbud, 2015)

Such conditions are closely related to the performance of the principals. Like school supervisors, principals occupy a strategic position in improving the quality of education in schools (Muhtaram, 2015). The task of the principal performing academic supervision should be able to improve the quality of the learning process and outcomes. Similarly, the task of doing managerial supervision to improve the quality of school management. Even the efforts to meet the eight national standards of education are often constrained. However, even various coaching efforts for the principal tasks of the principal has been carried out, it turns out the issue of improving the quality of education is still hampered.

This study tries to find the source of these obstacles in terms of the principal's ability to manage change. The assumption is that quality improvement requires a change. Blau and Presser (2013) said that *"The school principal must look at the entire organization and try to create a tight connection between its different dimensions for helping students to succeed. All of this should be done while trying to change processes, to promote teaching and learning, and to increase performance and student achievement"*.

To be a successful change manager depends largely on the power of potential innovation and mastery of the foundation of decision making, especially strategic decisions. It is therefore that the study focuses on such things.

2 THE URGENCY OF INNOVATIVE LEADERSHIP AT SCHOOL

The era of globalization is marked by the progress of information and communication technology. Under these conditions the school is required to continue to adapt in order to remain able to perform its ideal function. For that reason, the innovative leadership is required at school. According to Higgs and Rowland (2000) innovative leadership "is ability to influence and enthuse others, through personal advocacy, vision and drive, and to access resources to build a solid platform for change".

The rapid development of information and communications technology (ICT) is increasingly strengthening and even being a proof of the realization of a world without limits. Furthermore, ICT in the midst of globalization has brought fundamental implications by shifting the value of products and services from the physical to digital realm. Toffler (1990) describes (in "Power-shift") that we are in an era of globalization that, among other things, is characterized by a "super symbolic" culture. Only innovative leadership is able to respond to the rapid development. The presence of an innovative leadership will be able to do self renewal in line with the life of the digital era That type of leadership is needed as an e-leadership (Blau and Presser, 2013) It is stated that

"e-Leadership is the ability of a person to influence the behaviour of others in a digital technology-mediated environment; ...... e-Leadership is realized by data-driven decision-making; monitoring curriculum implementation, learning performance and student activity; and e-communication among staff, students and parents; .... e-Leadership through school management systems should become an integral part of daily practice for school principals and teaching staff".

In relation to these changes the organizational experts divide the three main features concerning the specific role of leaders (Kanter, 1983). First, imagination to new things. To foster innovation, effective leaders help develop concepts that define different organizations. Second, professionalism to perform. Leaders provide organizational and personal competence, supported by training and development workforce, to execute perfectly and deliver more value than customers demand. Third, open to collaboration, Leaders connect with partners who can expand the reach of the organization, improve their presentation, or add to their work habits.

Thus there is no longer any organization that can be immune to change, including school-type educational organizations. According to Alava et al. (2012) it can also be assumed that the chain of change will occur continuously and become more intense. It therefore becomes more important how to keep the principals constantly innovating. For if it only implements externally enforced changes according to Bush (2017) they tend to do so without the enthusiasm that causes failure. Fullan (2002) said enthusiasm is an important personal characteristic of leadership in addition to energy and hope.

Of the many organizations that have attempted to respond by also making changes to the reality, not many are successful in a glorious way (Kotter, 1998). According to the results of his studies there are many mistakes have been made by the leaders of these organizations. A lot of learning thereof for future organizational changes. In this connection, we suggest eight steps for organizational change, 1) to create a sense of urgency, 2) to form a strong coalition to guide, 3) to create a vision, 4) to communicate vision, 5) empower others to act on vision, 6) create plans to win in the short run, 7) consolidate improvements and make more changes, and 8) institutionalize new approaches.

The stronger meaning is that the principal must be the problem solver, he is also at the same time, ideally, as an innovator. At least he should be an early adopter or early majority according to Rogers (1983). Innovative is defined by Rogers (1983) as "the degree to which an individual or other unit of adoption is relatively earlier in adopting new ideas than the other members of a system". He further categorizes five types of adopters, (1) innovator: venturesome, (2) post-tests: respectable, (3) early majority: deliberate (4) late majority: sceptical, dan (5) laggards: traditional. In this regard, a principal must function as a manager of change, even more ideal as a master of change. The basic competences that have to be mastered as the qualities of a change master according to Ruth (2008) covers such aspects as:

- Common sense. And the courage to use it.
- Credibility and trust - the ability to work at all levels in the organisation.
- A wide range of business knowledge - preferably someone with experience in 3-4

different areas, or an MBA, or a general management experience.

- Knowledge of change management.
- The ability to work with teams of people both inside and outside the organisation. This includes the ability to work with people across all departments.
- The ability to do very unstructured work.
- Creativity. The ability custom design processes to meet the goals of the organisation.
- Self-confidence balanced by humility.
- Facilitation skills
- Design skills.
- Coaching skills.
- A love of innovation and new ways of doing things.
- A sense of humour and a sense of fun.
- A spirit of caring.
- The ability to inspire people. To bring out the magic within every individual and every team.

An organization can disperse because the problems that occur that determine the future are left unresolved. Meaning that there is no visionary decision. The issues that determine the future of the organization are more related to the demands of environmental development. Because it involves the ability to make adjustments or changes. Thus theoretically decision-making, among others related to the concept of organization survival. They are related to innovation decisions (Muhtaram, 2012). In line with the initial step to make organizational changes according to Kotter, then the innovative decision is also as a strategic decision. The challenge is how to devote leadership attention to the creation of an environment where profound proactive change can take place anywhere - and anytime - and inspire the entire organization to address the most pressing issues (Hamel and Zanini, 2014).

As well as Pettigrew and Whipp (1991) suggest that the success of change is also the result of the interplay of strategic dimensions of change that interplay continuously between content, process, and context, then change decisions cannot be removed from the context. With regard to the decision-making changes in schools that should be put forward is the context of authority inherent in the position of the principals. The permission of a principal to act should be subject to the rules that permit it. This means there are regulations that must be complied in every decision.

Thus to optimize the leadership role of change is not enough just support the potential of innovation, but also the mastery of the foundation of decision-making. Both theoretical and regulative foundations.

That is not enough if it is related to the interests of maintaining the survival of the system, school, in a very dynamic global order. Organizations can survive if innovative decisions are made in line with the demands of development and environmental advancement. The absence of coping with the visionary problems faced or the undecided innovations result in the organization in an entropy state that leads to the disorganization or death of the organization. Similarly, educational units such as schools that are unable to make adjustments are in line with the demands of development and strategic environmental advancement in which the aspirations of stake-holders usually depart from it. Gradually the education unit was soon abandoned because the stake-holders no longer appreciated the outcomes that their graduates might have gained.

Not a few educational units no longer operates due to not having sufficient number of learners. Perhaps the main reason is that decision-making to address visionary problems is not working. There is no strategic decision. In accordance with all the above thoughts, the foundation of decision-making at least includes theoretical foundations, regulative grounding, and the foundation of the problem-solving framework (framework).

3 THE CASE STUDY ON INNOVATION POTENTIAL AND PRINCIPALS' DECISION MAKING FOUNDATION MASTERY

3.1 The Study Design

A simple study has been conducted on a number of principals with a view to:

- Map the principal's innovation potentials;
- Identify the mastery level of the principals in decision making to initiate the renewal effort at school.

The formulated questions are:

- How is the tendency of the principals' innovation potentials?
- How is the tendency of the principals' strategic decision making foundation mastery?

Methods and procedures taken are to test the potential for innovation and test potential weigh the position of decision making updates (Test PK). The following instruments are then prepared:

Innovative test instrument involves:

- 10 4-option item questions (each weighing 5, 10, 15, 20 designed based on Rogers theory categorization);
- The criteria are: (180-200 as innovators, 145-175 as early adopters, 110-140 as beginner followers, 75-105 as next followers and 40-10 as lagers) PK test instrument includes;
- Theoretical mastery of Decision making (scale 5);
- Regulative mastery of Decision making (scale 5);
- Framework mastery of renewal problem solving thinking (scale 5);
- The experience intensity in making critical decision (scale 3).

120 principals were involved as the sample of the study.

3.2 The Result of the Study

3.2.1 The Map of the Principals' Innovation Potentials

The result of data analysis from innovation test resulted tendency of map of principal innovation potency as illustrated in the following chart:
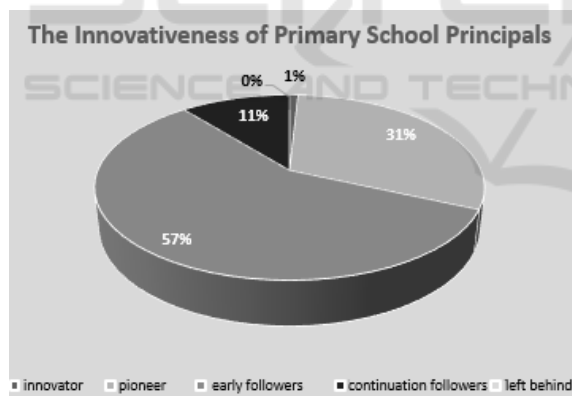

Figure 1: The innovativeness of primary school principals

Apparently the tendency of the principal's innovation potential still exists in the following follow-up category, which is not feasible for a principal's assignment, although there are very few. The predominant trend of the principal's innovative potential, is in the category of followers. It is not sufficient for the principals' job. In the early adopter category that should be fulfilled by a principal there are only small number of people. In fact, there are also very few in the category of innovators, the category that feels feasible for the task of a school head.

3.2.2 The Tendency of Principals' Decision Making Foundation Mastery

In relation to the role of principals as managers of change in the potential of making strategic decisions are tested on three basic indicators, namely the mastery of theoretical concepts, the mastery of regulative knowledge, and the mastery of the framework of problem-solving demands. The results of the analysis of test data on the mastery of the foundation of decision making resulted in the distribution of the tendencies of the principals as illustrated in the following chart:
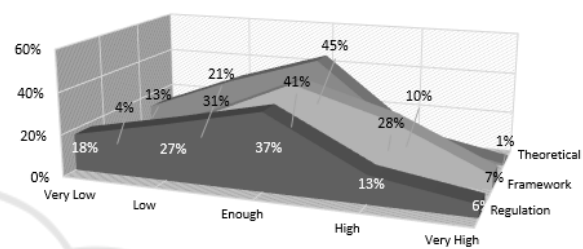

Figure 2: Trend of Decision-making skills of primary school principals.

That the principal's inclination in terms of the theoretical mastery of decision-making, ie almost half of it is in a sufficient position, only a small part that is in a high position and very small at very high position. Also a small part is on the tendency of low and very low position.

In terms of mastery of the framework recognizable trends, almost half are in position enough and a small part on the high position. Also there is, though very small, very high. Similarly, in low position there is a part and in very low position there is a very small part.

The regulatory mastery of decision making is recognized by tendency, ie only a very small part at a very high position and a small portion at high position. Also in a sufficient position there is a low and very low position and position is relatively small there is a small part.

In addition to recognizing the tendency of mastery of the foundation for decision-making mentioned above, it is also recognized the tendency of strategic decision-making intensity over the past year The results of data analysis on the intensity of strategic decision making produce information on the tendency of urgent decision-making intensity of principals as illustrated in the following chart:

Trend of Urgent Decision-Making Intensity by Primary School Principals

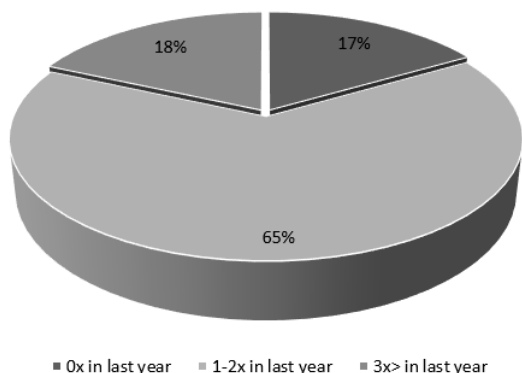■ 0x in last year ■ 1-2x in last year ■ 3x> in last year

Figure 3: Trend of urgent decision-making intensity by primary school principals.

The level of intensity of urgent decision making over the past year is divided into three categories, ie the category never makes strategic or nil decisions, the category makes urgent decisions one to two times, and the category makes urgent decisions three times more.

In fact, more than half of the principals have never made a strategic decision, and only a few make strategic decisions one to two times over the past year. There are about more than a quarter who make strategic decisions three times over in a year.

4 DISCUSSION

Improving the quality of education in schools requires the presence of leadership changes in school principals. For that the potential of innovation that should be owned by the principal at least fulfilled the category of early adopter or post-test. Moreover, the potential of innovation and mastery of strategic decision-making base, which is closely related to the management of change, is still far from the expected conditions. Quality improvement will never be achieved without any change. It starts from defining change as a difference from the initial state compared to the next condition (terminal state). In the context of change management, the difference refers to better condition which is marked by positive growth or development or improvement (Muhtaram, 2009).

Of course the potential of innovation that should be attached to the principals is at least in the early majority category because they must be able to bring all the school elements of their schools to run innovation. He is the agent of change at school. It would be ideal if the innovative potential of the principal could be on the innovator category, so that

he could be functioning as a master of change. Literally, Kanter (1983) the agent of change is "the right people, in the right place at the right time". In that case, the principals in general have not been able to fulfill, so the progress of schools, including improving the quality of education in schools cannot be maximized. As innovators, they, according to Rogers (1983) are "very eager to try new ideas. This interest leads them out of a local circle of peer networks and into more cosmopolite social relationships". Along the same line Kanter (1983) confirms that the main equipment for master of change is "creative and interactive; they have an intellectual, a conceptual, and a cultural aspect".

Likewise, with the mastery of the strategic decision-making that generally still shows the tendency of only a small part is in very high ability. In line with Kotter (1998) on a critical step, the existence of a "sense of urgency" on the principals that generally still does not exist. In the past year there were about 17% of principals never making urgent decisions. Therefore, the reform effort at school has not yet flourished. Even if a small proportion (18%) of the school principal has made three or more strategic decisions, it still seems that they have not been able to boost the renewal effort at school. Rogers (1983: 248) "the innovator plays a gatekeeping role in the flow of new ideas into a social system" has not been fully actualized by the headmasters of such a small minority

As an alternative solution, there needs to be various strengthening strategies. The strengthening of school principals in the effort to accelerate school progress is basically a combination of two basic strategies of empowering, and energizing the grassroots (Muhamam, 2009). Change strategy experts see that empowerment is a very powerful strategy. This strategy philosophy departs from the view that change is essentially changing human beings with all its aspects - intellectual, mental, and spiritual. Changes are only possible if the human changes. Human is the agent of change. Every human being has the power to change himself, change all aspects of humanity, change his life and change his environment.

The philosophy underlies empowerment. Humans as actors of change are given the power to change themselves, life, and environment so that he can be different and ready as an agent of change. Ready to act in change. Transforming man with his mind set, attitude, and behavior. In accordance with Kanter (1983) that in the context of most changes there are four components of empowerment, namely: power tools, open communication, network forming devices

and the dissemination of resources - decentralization of resources.

The application of power tools is implanted into each principal so that the energy it possesses becomes an intelligent person. The power tool consists of information, resources, and support. Information as a power tools includes, among others: data, technical knowledge, political intelligence, and skill in school leadership. Resources as a power tool include: funds, materials, space, and time. While support may be endorsement approval, backing, approval, and legitimacy of school headship.

Changes need to be complemented by open communication. How to ensure that in the process and control of change there are no obstacles to convey messages, such as being blocked by the bureaucracy flow. In this connection, the flexibility of communication is an essential element for potential entrepreneurs. With the flexibility of communication, policy and innovation creativity on the principals will be facilitated.

The networking apparatus is a guarantee of peer support among principals. Because the change concerns many people, there must be a connecting hand that spreads to different lines and corners. Just as the nerves are the connective tissue of the body parts to one another. This interface should touch the strategic points to the change agents and targets. The connectedness of the established principals' tasks must be well preserved because change is not possible without interconnection.

With the implementation of the four tools of empowerment component as mentioned above, the change effort in school has more chances to succeed. It means empowerment touches the core of managing change. In this case, empowerment makes headmasters "smart" (well-informed person), those who are not short of knowledgeable material. They always learn and continue to learn independently (self-propelling growth).

Grassroots empowerment means empowering principals who are seen as common people. This strategy philosophy starts from some basic assumptions. First, that change affects the livelihood of the people and therefore they must be empowered to contribute to change. If change is to succeed, then those who accept change must be empowered because the change touches their lives.

As a result, that for the headmaster can change themselves then there must be readiness to accept change, which among other things by opening up (openness) to change. What has to be added to the principal's power is a wider insight, the excitement of

new challenges and greater opportunities. With such power they seem to be more alive.

The basic strategy aimed at broader interests, organizational systems, among others, as the model put forward by Bennis (1975). There are four strategies that can be done in order to change more broadly. The four strategies are rational-empiric, normative-reductive, power-coercive, and environment-adaptive.

5 CONCLUSIONS

In general, the school principals have not been able to perform renewal tasks to improve the quality of education in schools. The innovation potential of the school principal shows an inadequate tendency to role as an agent let alone as a master of change. Similarly, the tendency of the principal in the mastery of the strategic decision making, in general still indicates a lack of conditions to encourage the growth of educational reform in schools. Nevertheless, there is hope in strengthening the role of principals to initiate and control the implementation of school renewal through breakthroughs of alternative strategy based on self-propelling growth.

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