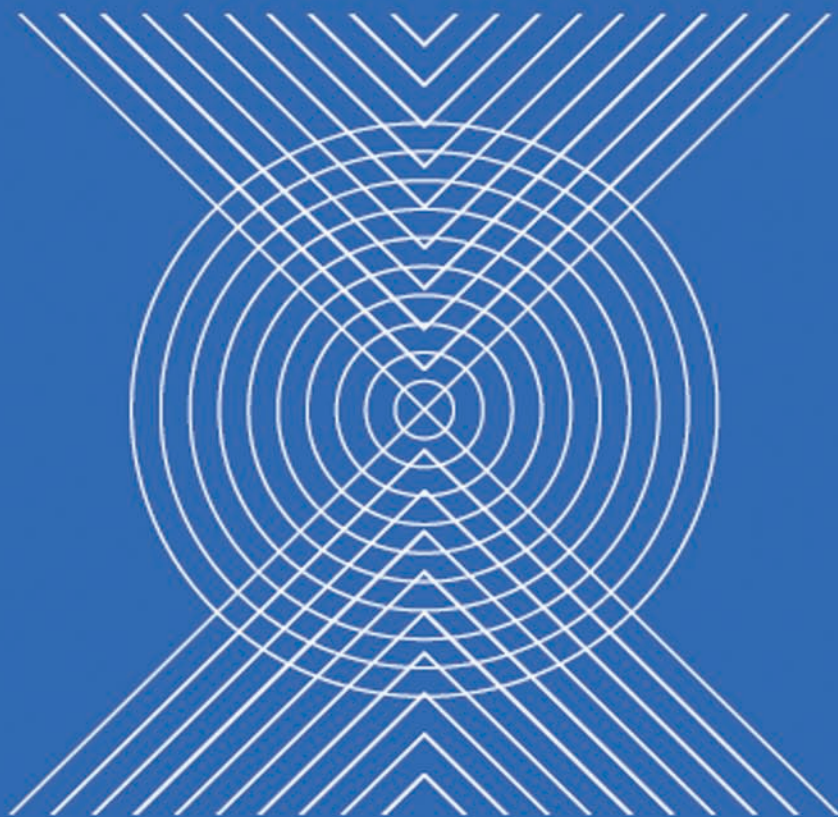


Educational Administration Innovation for Sustainable Development

Editors

Aan Komariah, Taufani Kurniatun, Dedy Kurniady,
Rita Anggorowati, Ade Gafar Abdullah
& Asep Bayu Dani Nandiyanto



EDUCATIONAL ADMINISTRATION INNOVATION
FOR SUSTAINABLE DEVELOPMENT



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Universitas Pendidikan Indonesia

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Table of contents

<i>Foreword</i>	IX
<i>Organizers</i>	XI
Scheming educational leaders' communication skills <i>R. Anggorowati</i>	1
The relationship between process and achievement indicator of student learning <i>F. Arfines, S. Susanto & S. Hawibowo</i>	9
Good governance principles in a department: An implementation <i>VL. Ayundhari, A.N. Hidayat & T. Adyawanti</i>	17
School mapping and distribution analysis based on a Geographic Information System (GIS) <i>Azizah & T.C. Kurniatun</i>	23
Impact of authentic leadership and teacher participation in decision-making on school performance <i>H. Daryadi, A. Komariah & J. Permana</i>	31
Early childhood education learning and human resource management strategy <i>I. Diniati</i>	37
Assessment as a strategy to boost Vietnamese teacher education provision quality <i>A. Duong</i>	45
Leadership character values for realizing good governance in Bekasi City <i>Fadhilah & E.S. Nurdin</i>	55
Preparing our future educational leaders: The story behind the construction of a unique postgraduate program in educational leadership and management <i>D.L. Giles</i>	63
The role of parents in Sundanese language preservation <i>D. Haerudin</i>	73
Teachers' teaching performance: Pedagogical competence, work motivation, school culture and profession allowance <i>D.L. Hakim, U.S. Sa'ud, A. Komariah & C. Sunaengsih</i>	81
Managing heutagogy for sustainopreneurship in the technology and information era <i>A.K. Hia, A. Komariah, Sumarto, D.A. Kurniady & N. Waruwu</i>	87
The implementation of character education in learning processes at primary school <i>A.N. Hidayat, K. Muttaqien & VL. Ayundhari</i>	95
Analysis of factors affecting teacher competence in the northwest mountains of Vietnam <i>S.C. Hong, T.T. Thuy, L.T. Hung & L.T.H. Ha</i>	101
Assessing collaborative problem-solving competency through an integrated theme based on teaching chemistry <i>L.T. Hung, V.P. Lien & N.T.P. Vy</i>	111

An academic quality development model based on transformational leadership <i>B. Ismaya, U.S. Sa'ud, A. Komariah & D. Nurdin</i>	121
Reasons for home schooling in Indonesia <i>T. Istiwahyuningsih & N. Suharto</i>	129
Students' perceptions of exercise-based mathematics learning in primary education <i>Iswan & Herwina</i>	135
The relationship between organizational culture and granting of compensation with local teacher performance <i>L.G. Kailola & C. Purwanti</i>	141
Capacity building of programs in primary schools: Teachers' reflections <i>L. Kaluge & L. Kustiani</i>	147
Determinant factors of academic service quality in vocational schools <i>A.P. Kartiwi</i>	153
Gender role on the effects of human capital and social capital on academic career success <i>N. Kholis</i>	157
Brain Jogging exercise and athletes' self-confidence <i>Komarudin</i>	167
Management capacity strategy in primary education policy implementation in rural areas <i>A. Komariah, D.A. Kurniady, A. Sudarsyah & C. Sunaengsih</i>	171
Middle school location in the Indonesian coastal zone based on an accessibility level analysis <i>T.C. Kurniatun, E. Rosalin, L. Somantri & I. Risnandar</i>	175
Phenomenological study on educational financing based on students' learning needs <i>D.A. Kurniady & R. Anggorowati</i>	181
Revitalization of vocational education through a dual expertise program <i>A. Kurniawan</i>	189
Management of pedagogical capacity building activities for preschool teachers in Vietnam <i>H.T. Lan</i>	197
The implications of Thailand's one tablet per child policy <i>A. Leksansern & P. Niramitchainont</i>	205
Ethics education, pro-social motivation, and moral disengagement among entrepreneurs <i>A. Margiono & P. Heriyati</i>	211
Headmaster leadership styles in elementary schools in Jambi city, Indonesia <i>S. Marmoah, T. Rahayu & A. Ratmani</i>	221
Commitment, performance and service quality of civil servants <i>N. Mugiasih</i>	231
Inclusive kindergarten leadership in a rural setting <i>S. Purwanti & A. Komariah</i>	237
The application of knowledge management to academic services in higher education <i>L. Raspatiningrum, U.S. Sa'ud, Sumarto & A. Komariah</i>	241
Development of a spirituality-based leadership model for senior high school principals <i>Ridhwansyah, Gusril, J. Jama, Rusdinal & N. Gistituati</i>	249

Educational service ethics index of undergraduate programs in private universities <i>E. Rusyani, Y. Arifin & T.C. Kurniatun</i>	255
Implementation of organization development of public elementary schools according to school management standards <i>R. Rusdinal & Y. Santoso</i>	259
E-leadership of Thailand's higher education leaders in 2027 <i>K. Sathithada</i>	263
National education quality assurance analysis <i>D. Satori</i>	269
Entrepreneurial university in Thailand's higher education institutions <i>W. Siriteerawasu</i>	277
The efficiency of the ICT-based instructions <i>Slameto</i>	283
Utilization of standard procedures and workflow according to the school vision and mission <i>D. Sukaningtyas, D. Satori & U.S. Sa'ud</i>	289
Authentic leadership in embedding pedagogic values of teachers <i>Suryadi, J. Permana & A. Komariah</i>	297
The effectivity of principal performance appraisal instruments <i>Sururi & A. Suryana</i>	307
College students' intention to become entrepreneurs <i>R.A. Syathari, A. Rahayu & R. Huriyati</i>	311
The effectiveness of school self-evaluation practices <i>Y. Triana, D. Satori, U.S. Sa'ud & A. Komariah</i>	319
Investigation of organizational learning perception and readiness through information systems <i>J.A. Turi, S. Sorooshian, M.F.A. Ghani & Y. Javid</i>	327
Leadership and Total Quality Management (TQM) for sustainability in <i>Madrasahs Aliyah (MAs)</i> <i>N. Waruwu, D. Hermana & A.K. Hia</i>	335
Repackaging welfare services to improve teacher productivity in Nigeria <i>S.M. Warrach, S. Nurlatifah & A.T. Ismail</i>	343
Consensus on an ideal leadership style in relation to school effectiveness <i>Z. Yasni & H. Wathoni</i>	349
Author index	357



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Foreword

Sustainable development is a principled development process (land, city, business, community, etc.) in meeting present needs without compromising the needs of future generations (Brundtland in UN, 1987). One of the essential factors required, to achieve sustainable development is improving the saturation of the environment without sacrificing the need for economic development and social justice. Sustainable development consists of three main pillars; economic, social, and environmental, which are interdependent and strong. Some people might see sustainable development is closely linked to economic growth and how to develop the economy over the long term, without depleting natural resources. Thus, sustainable development is an environmentally friendly development, efficient in the use of natural resources and providing long-term benefits for living things.

In the sustainable development context, which holds an important role to participate in the provision of educational processes in generating graduates who are able to be active in sustainable development. It is manifested through outstanding educational leadership, educational planning, educational practices, educational supervision and relevant human resource development as well as educational institutions appropriateness to the environment.

The very first International Conference on Research of Educational Administration and Management (ICREAM) 2017 presented various articles of research that discusses sustainable development in various countries. We hope that this conference can be followed by continuous study in accordance with the development of science and community needs.

Regards
Aan Komariah,
Taufani C. Kurniatun,
Dedy A. Kurniady,
Rita Anggorowati,
Ade Gafar Abdullah
Asep Bayu Dani Nandiyanto



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Scheming educational leaders' communication skills

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ABSTRACT: The stipulation of communication as being one of the essential skills in life also applies to educational leaders who have the intention of leading their organization effectively. However, in the real-life situation, the educational leaders' communication skills have not been well-schemed. A reflective action research was used by doing informal, semi-structured interviews, questionnaires and observation in two national plus schools during a three-month period of time. This research suggests that the concept of building rapport, sensory acuity, calibration and active listening associated with Neuro-Linguistics Programming (NLP) can lead to behaviors that are more conducive to helping the educational leaders to work with their communication skills to support their leadership in their workplace.

1 INTRODUCTION

For the past few years, communication has been seen as being one of the most important skills that everyone, including educational leaders, should have. Leaders spend most of their time communicating. One of the major findings of the research on communication shows that every day a manager spends 70 to 90 percent of their time in communicating with their teams and others in the work place (Moran et al, 2014; Daft & Marcic, 2016).

Furthermore, effective communication also acts as an advantage for a leader to lead effectively. This is because one of the key points in becoming a good leader is the ability to change how people feel about themselves and inspiring them to achieve performance beyond their previous expectations – the concept of transformational leadership (Gill, 2011).

Beer (2009) stated that the way to build a resilient organization for sustained advantage is by making sure that every person in the organization has a high commitment. Building commitment can only be successful by making sure that everybody in the organization is involved. Covey (2013) stated that if there were no involvement, there will be no commitment.

How does one build involvement? By communication. Hence, every leader, including educational leaders, needs to be really aware of it and own the effective communication skills on a daily basis. Nevertheless, what really happens in the real-life situation is that the communication skills of educational leaders have not been well-schemed; thus the disparity between the required skills and practice in the field is becoming inevitable.

Various research on the importance of communication for leaders can be seen from the work of Men (2014), who suggested that leaders need to play a galvanizing role in internal communication and develop their leadership communication skills. In addition, Johansson et al. (2014) found that leaders' communication competence is related to employee engagement and organizational performance. Furthermore, Bornman and Puth (2017) found that South African employees perceive that leaders do not correctly utilize leadership communication and that leaders do not understand what it means to be a 'communicating leader'. They recommended organizations to implement training and development programs for all individuals in leadership positions, which will develop communicating leaders who are aware of what they are lacking and where they can improve themselves within their organizational environments.

Therefore, the Neuro-Linguistics Programming (NLP) approach, created in the 1970s, was chosen to be the technique used in this research, as it has been proven as acting effectively as

N Neurology	The mind and how we think.
L Linguistic	How we use language and how it affects us.
P Programming	How we sequence our actions to achieve our goals.

Figure 1. Neuro-Linguistic Programming.
Source: O'Connor (2013).

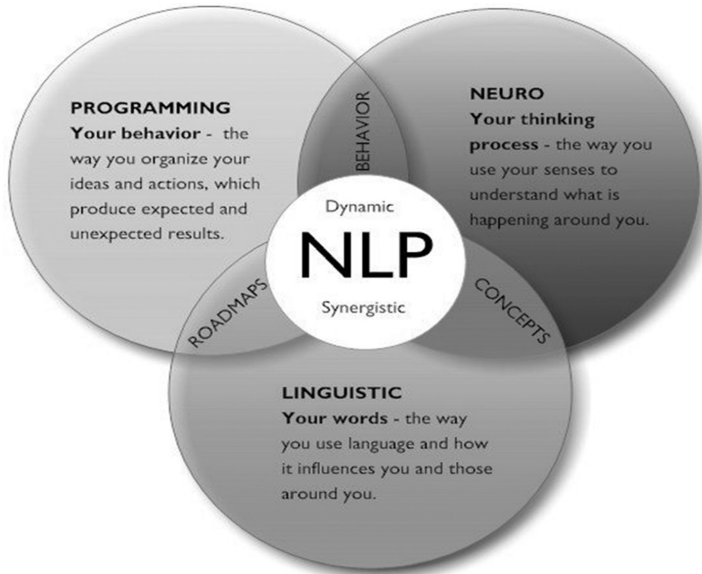


Figure 2. NLP in brief.
Source: Sun (2016).

an emergent, contested approach to communication and personal development; this technique has become increasingly familiar in education and teaching (Tosey & Mathison, 2010). It is hoped that the result of this research will help in filling the gap that occurs in educational leadership in practice, and contribute to the growing literature in schools on the subject of relationship management.

The name 'Neuro-Linguistic Programming' comes from the three areas it brings together:

In short, as we can see in Figure 1, NLP can be framed as being an approach to communication, focusing more on the process of how the mind, and the way we will reflect on how we use the language, affect the sequence of our actions in achieving our goals.

Richard Bandler and John Grinder founded NLP during the 1970s in California, USA. It is explained as being an explicit and powerful model of human experience and communication and has been defined as 'the art of communication excellence' (Tosey & Mathison, 2006). The scheme of NLP in brief can be seen on Figure 2.

As one of the founders, Richard Bandler as cited in O'Connor (2013) stated that NLP is an attitude and a methodology, which leaves behind a trail of techniques. Furthermore, he believed that NLP helps every aspect of human life through a process which is called 'modeling'. With the intention of modeling, NLP studies how we construct our subjective experience – how we reflect on our values and beliefs and how we craft our emotional states – in the end, NLP studies how we compose our internal world from our experience and give it meaning. Thus, NLP studies experience from the inside within. NLP originally began by examining the best communicators and has progressed into the systemic study of human communication; this has grown by adding practical tools and methods generated by modeling extraordinary people. These tools were soon

used internationally in sports, business, training, sales, law and education. However, NLP is not merely about a collection of techniques, but is also a way of thinking, and a frame of mind based on curiosity, exploration and fun.

When we are discussing NLP, we cannot separate the discussion from mind, as mind is something that has a close relationship when we are doing the process of thinking. The essential point to NLP is the appreciation and understanding, that each individual has available to them a number of different ways to represent their experiences of the world. In particular, a person draws upon five recognized senses (sense modalities) to be interconnected with the world and reality. NLP believes that as human beings, we have preferred modes for perceiving and understanding the modalities that we have: visual, Auditory, Kinesthetic, Olfactory and Gustatory (VAKOG). We grab our experience through our modalities and keep them as our internal representations; we then create our personal map of reality. However, we need to bear in mind that we do not know what reality is, as a map can never be completely accurate – otherwise it would be the same as the ground it covers. Some maps might be better than others for finding our way around. People navigate life like a ship through different kinds of area. Some areas might seem normal, and some might look dangerous. As long as the map shows the main hazard, we shall be fine. However, we might be in danger when the maps are faulty. This then leads the researcher to start thinking on how the approach could give some benefits in scheming educational leadership communication skills.

One research on communication in organizations, seen from the leadership point of view, was done by Fairhurst and Connaughton (2014). They found that leadership communication is transactional and meaning-centered, but also relational, neither leader-centric nor follower-centric. This supports the NLP presupposition that *the map is not the territory*. O'Connor (2013) defined this as people responding to their experience, not to reality itself. Thus, NLP is the art of changing these maps so that we have greater freedom in action. In the educational leadership communication setting, this presupposition can be used as the gateway in changing every aspect of educational leaders' perception in seeing their subordinate, during their interactions while they are in the workplace.

From the vast number of NLP techniques, patterns and strategies – around 350+ according to Vaknin (2010) – this study will focus more on modeling, rapport, sensory acuity, calibration and active listening in building trust behaviors.

2 RESEARCH METHOD

A reflective action research with qualitative method was used by doing informal, semi-structured interviews, questionnaires and observation in two national plus schools in Bandung during a three-month period of time. This study involved two principals, two vice-principals, staff and teachers as practitioners. This is aligned with the work of Koshy et al. (2011), who proposed that action research ought to involve practitioners in systematic enquiries to improve practice. Such research is conducted 'on the job' and provides practitioners with opportunities to explore systematically issues that are important to them in their specific work context. Meyer (2000) stated that the strength of action research lies in its ability to help create solutions to practical problems in specific work-based situations.

During the research, I visited the schools on a daily basis to capture the experiences and perceptions of the intervention for those taking part. This study examined the responses of an extraction group of two principals, two vice-principals, staff and teachers, with their agreement and participation as unpaid volunteers. Pseudonyms have been used to ensure the anonymity of the respondents. This specific research enabled the production of descriptions and data collections of respondents' perception relating to their experiences of the intervention. The intervention and subsequent data collection took place at the same time and at the same place each week – every Wednesday and Thursday.

Semi-structured interviews were held informally, so the students felt relaxed and thereby provided more open and honest responses. As it was proposed by McKernan (2008), the observations were

Table 1. Description of respondents.

No.	Name	Age	Gender	Position
1	Andy	34	Male	Principal Secondary School
2	Rosa	38	Female	Principal Primary School
3	Anton	34	Male	Vice-Principal Secondary School
4	Ally	37	Female	Vice-Principal Primary School
5	Nanny	40	Female	School Admin Staff
6	Rose	41	Female	School Finance Staff
7	Pearl	36	Female	Primary Teacher
8	Andrew	36	Male	Secondary Teacher

conducted and written up soon afterwards; circumstantial evidence was also documented, as this is a useful method to record unanticipated behavior.

Questionnaires were also used as part of this research process in the form of tick boxes, formatted as yes and no questions to check on the respondents' perception and experience during the whole process. While the questions from the questionnaire could have been added to the interviews, it was essential to dig for more information and provide them with an opportunity to reflect and report their thoughts at a personal level, reducing possible interviewer bias or demand characteristics. We attempted to ensure neutrality and implemented a systematic data analysis to provide the necessary triangulation in rigorous research (Marshall & Rossman, 2016). It should be noted that the statistical representation of data was only conducted with the use of descriptive statistics. No statistical tests of difference or association were used. The research was divided into three phases.

In the first phase of the study, the observation of the educational leaders' behaviors was conducted by seeing how the principals and vice-principals communicate among themselves, as well as with the teachers and staff. The observations were continuous over a two-week period. All types of communication were recorded.

In the second phase, all educational leaders involved were given a workshop on NLP techniques for communication. The workshop lasted for two consecutive days.

In the third phase, the educational leaders were asked to practice all the communication skills with the whole school community, based on NLP on a daily basis. This phase started from week three to week twelve, and continued after the study had ended.

At the end of the research, we made sure that all the observed behaviors were noted and the participants were asked to fill out a questionnaire and do a non-formal in-depth interview to record how they felt, and their points of view and experiences on the process and techniques that they have been through in terms of practicing communication skills based on NLP. Table 1 provides a brief description on the participants. Note that the names of the respondents are pseudonyms.

3 RESULTS AND DISCUSSION

The educational leaders were learning and practicing how to do modeling, rapport, sensory acuity, calibration and active listening in building trust behaviors. They were being introduced to start to build rapport and good relationship with one to another. In NLP terms, pacing is the equivalent of understanding the *present state* in order to build a more appropriate and empowering *desired state* (O'Connor, 2013).

3.1 Rapport

Rapport is the quality of a relationship of mutual influence and respect between people (O'Connor, 2013). It is natural and cannot be manipulated. It is not the same as friendship as we do not have to get too personal with others. It does not come with agreement, but grows naturally. NLP supplies the skills to build a mutual respect in relationships.

During the process of research, the leaders are asked to begin with pacing another person. Pacing is a process of entering the other person's model of the world on their terms. It is a good way of building a sense of connectedness. Once the leaders have paced another person (in this case, a subordinate), established rapport and shown that he/she understands where they are coming from, then it is most likely they have a chance to lead them effectively. Leading is in a sense of when he/she could use the influence that she/he has built from pacing. The educational leaders should keep in mind that they cannot lead person unless they are willingly being led, and people are not willing to be led unless they have first been satisfactorily paced.

After successfully doing the pacing and leading process, leaders are asked to escalate their capabilities in order to make their subordinates *see* them based on their skills and interest. Every leader needs to be able to demonstrate their competency in order to build and maintain rapport when there is a shared task to be done.

The next step is in respecting and understanding the beliefs and values of other persons and paying attention to the subordinate as an individual. Every leader needs to have this skill. It does not mean that they have to agree with everyone's beliefs and values, but only to respect what is important to them. In this way, the subordinate will feel at ease, and be ready to engage in collaborative work.

The last step is shared values. It is hoped that the educational leaders start their roles by realizing that he/she is a part of humanity. Then they will position themselves as being at their most self and connected to others.

On the third phase, it was revealed that rapport building opens the gateway of better communication, as the way the leaders treat the subordinate meets the subordinates' expectation. They felt that they were being heard, respected and welcomed as a team.

As I quoted, Pearl said that, *"Now, Mrs. Rosa seemed to be opened and have time to listen me more. Especially when I talked about certain students who have learning differences. She listened me more and came with an idea that I could understand and adaptable in the classroom."*

3.2 Sensory acuity and calibration

Overall, sensory acuity means how good your senses are at doing what they should do. In the context of NLP, it refers to the ability to use our senses to make accurate observations about ourselves or other people. It is related with our sensitivity upon our senses. As NLP is based on how we use our senses, this skill really helped educational leaders to understand more about other people, including their subordinates around them. They need to be able to pay attention directed through their senses. By doing so, they will enrich their thinking and feelings. The educational leaders were introduced to the accessing cues and how to calibrate them to support their rapport building.

Calibration is a process of getting to know the *internal state* by observing other people's external behavior (Yuliawan, 2014). There are five things that every educational leader needs to observe from people in their surroundings:

- (1) The way they breathe
- (2) Inflection (change of voice)
- (3) Muscle changes
- (4) Lower lip changes
- (5) Voice tone.

Table 2 shows the main accessing cues proposed by O'Connor (2013).

By practicing this skill, the educational leaders could actually focus on the fact – what really happened during the conversation, rather than the assumption and misleading paradigm. He/she could actually sense the connectedness with the subordinates and be able to communicate better than before.

My respondent, Andy, stated that, *"This assessing cues that support sensory acuity and calibration, were indeed helped me a lot in sharpen my sensitivity; which leads me to understand more on what my teachers and staffs trying to tell me."*

Table 2. Main accessing cues on NLP.

	Visual	Auditory	Kinesthetic
Eye movements	Defocused, or up to the right or left.	In the midline.	Below the midline, usually to the right.
Voice tone and tempo	Generally rapid speech, high, clear voice tone.	Melodious tone, resonant, at a medium pace. Often has an underlying rhythm.	Low and deeper tonality, often slow and soft, with many pauses.
Breathing	High, shallow breathing in the top part of the chest.	Even breathing in the middle part of the chest cavity.	Deeper breathing from the abdomen.
Posture and gesture	More tension in the body, often with the neck extended. Often thinner (ectomorphic) body type.	Often medium (mesomorphic) body type. There may be rhythmic movements of the body as if listening to music. Head may be tilted to the side in thought in the 'telephone position'.	Rounded shoulders, head down, relaxed muscle tone. May gesture to abdomen and midline.

3.3 Active listening

With rapport building, sensory acuity and calibration skills that they have mastered, the educational leaders are asked to practice their active listening on a daily basis. They were trained to always talk straight to the point, not circling around, and to make sure that they are listening more by showing a genuine gesture. Rogers and Farson (2015) proposed that active listening requires that the listener fully concentrates, understands, responds and then remembers what is being said.

Active listening should be followed by using reinforcement words and movement to show your enthusiasm. Leaders are asked to confirm by using the keyword used by the other person. Sometimes leaders are welcomed in clarifying and/or confronting things in a smooth way. This technique could also be used when the leaders need to, for example, convey their expectations, share the organizational values, or cascade the vision and mission.

One key point that every leader should never forget is that they need to show loyalty. Never talk behind someone else's back or spread out the private discussion materials in the forum. This could make the rapport break down and take you back to square one.

4 CONCLUSION

As was mentioned earlier in the Introduction, in NLP the map is not the territory. What we believe might be the real truth condition. If the educational leaders are able to be very skillful in maintaining good relations with the subordinates, then it frees them to really emphasize the human part of the relationship with the person. On a daily basis, common educational leaders will say that subordinates are having behavior problems and are not willing to work in a team. The leaders believe that the subordinates must be ignorant, or have less concentration, or be rebellious, or are not putting in enough effort. The leaders forget that what really happens is that they *are not* trying hard enough. Every change in the world needs to start with ourselves. It is stated that NLP is about adding choices, not taking them away. By enlarging the map with the subordinates' perspectives and doing some new techniques as an intervention – such as building rapport, sensory acuity, calibration and active listening – educational leaders like Ms. Rosa and Mr. Andy could gain more positive feedback and results from the subordinates.

Putting a higher notification that this research only took a small-scale exploration form of action research study, the evidences and experiences revealed a tentative conclusion about how educational

leadership communication skills through the NLP scheme has been identified. It is my disputation to propose the type of evidence that I have provided here can help stimulate discussion between educational leaders, teachers and staffs, about building rapport, sensory acuity, calibration and active listening, which could support the communication skill. While this research study is small-scale, evidence in the form of observations, questionnaires and semi-structured interviews suggests that the concept of building rapport, sensory acuity, calibration and active listening associated with NLP can lead to behaviors that are more conducive to help the educational leaders to work with their communication skills in supporting their leadership in their workplace. Undoubtedly, further research into this specific phenomenon is required and links to concepts such as communication skills and organizational behavior are evident. I believe that NLP provides educational leaders, teachers and staffs with so many gateways to the world of educational organization management and, indirectly, to leadership and educational theory.

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Repackaging welfare services to improve teacher productivity in Nigeria

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