



# The Effectiveness Of Principal Training In Improving Principal Performance: A Qualitative Study At The Bandung City Education Office

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## Abstract:

This study aims to analyze the effectiveness of principal training programs organized by the Bandung City Education Office in improving principals' performance. The study employed a qualitative descriptive approach. Data were collected through in-depth interviews with the Secretary of the Bandung City Education Office, elementary school principals, and teachers. Data analysis was conducted using thematic analysis assisted by the NVivo application through data reduction, coding, categorization, theme development, and interpretation. The findings revealed that the principal training program was considered effective because the training materials were relevant to school needs, utilized varied learning methods, and were supported by follow-up activities such as monitoring and learning communities. The training contributed to improvements in instructional leadership, academic supervision, data-based decision making, organizational communication, and collaborative culture within schools. The implementation of training outcomes was influenced by supporting factors such as support from the Education Office, learning communities, and teamwork, as well as inhibiting factors including teacher resistance to change, limited infrastructure, and inadequate information technology skills. This study emphasizes that the effectiveness of principal training is determined not only by the quality of training materials but also by organizational culture and sustainable post-training mentoring.

## INTRODUCTION

School principals play a strategic role in determining the quality of education in schools. In the context of modern educational management, principals are not only administrators but also instructional leaders responsible for improving teaching quality, teacher professional development, and overall school performance. Various studies have shown that principal leadership significantly influences educational quality. Kenneth Leithwood stated that school leadership is the second most influential factor affecting student achievement after teacher quality. Furthermore, Philip Hallinger emphasized that principals play a crucial role in creating a positive academic culture through

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instructional leadership.

However, in practice, several issues related to principal competencies remain evident, including weak academic supervision, limited data-based decision making, inadequate change management, and insufficient teacher involvement in school decision-making processes. These conditions indicate a gap between the expected competencies of principals and actual leadership practices in schools.

To address these issues, the government through education offices has implemented various principal training and professional development programs. These programs are designed to strengthen managerial competencies, instructional leadership, academic supervision, and school-based quality management. Nevertheless, the effectiveness of these training programs remains a critical issue because not all training outcomes are optimally implemented in schools.

Training effectiveness is influenced by various factors such as material relevance, learning methods, organizational support, school culture, and sustainable mentoring. Therefore, research is needed to comprehensively understand participants' experiences, training implementation, and its impact on principals' performance and school learning quality.

This study aims to examine the effectiveness of principal training programs by exploring participants' experiences and reactions toward the training implementation. In addition, the study analyzes the relevance and usefulness of the training programs in supporting principals' professional duties and responsibilities. The research also seeks to identify changes in principals' behavior and performance after participating in the training, particularly in leadership practices and school management. Furthermore, the study describes the supporting and inhibiting factors affecting the implementation of training outcomes in schools. Finally, this research analyzes the impact of principal training on the improvement of learning quality and teacher performance.

## RESEARCH METHOD

This study employed a qualitative descriptive approach. A qualitative method was chosen because the research aimed to understand participants' experiences, perceptions, and interpretations regarding principal training programs. The study was conducted within the Bandung City Education Office. The participants consisted of; (1). The Secretary of the Bandung City Education Office, (2). The Principal of SDN 035 Soka, (3). The Principal of SDN 044 Cicadas Awi Gombong, (4). Teachers of SDN 035 Soka, (5). Teachers of SDN 044 Cicadas Awi Gombong

Data were collected through semi-structured in-depth interviews. The interviews explored participants' experiences during the training, implementation of training outcomes, and their impact on principal performance.

Data analysis was carried out using thematic analysis supported by NVivo software. The analysis process involved several stages, including data reduction, data coding, theme categorization, and interpretation of findings. Through this process, the researcher identified and organized key themes emerging from the interview data. The analysis focused on participants' experiences and reactions toward the training program, the relevance and usefulness of the training, changes in principals' behavior and performance after participating in the training,

supporting and inhibiting factors influencing the implementation of training outcomes, strategies used to implement the training results in schools, and the impact of the training on learning quality. To ensure the validity and trustworthiness of the findings, the study applied source triangulation and technique triangulation throughout the research process.

## **RESULTS AND DISCUSSION**

### **RESULTS**

#### **Participants' Experiences and Reactions toward Training**

The findings showed that most participants responded positively to the principal training programs. NVivo coding analysis identified dominant themes such as “training aligned with school needs,” “relevant materials,” “active participation,” and “engaging learning activities.”

The Secretary of the Bandung City Education Office explained that the training programs were designed based on principal competency assessments and education report data, ensuring that the materials matched the actual needs of schools. The principal of SDN 035 Soka stated that the training materials were highly relevant to school leadership responsibilities, especially in academic supervision and data-based school management. Similarly, the principal of SDN 044 Cicadas Awi Gombong mentioned that the training strengthened principals' roles as instructional leaders.

Teachers also provided positive feedback regarding changes in principals after attending the training. Principals became more active in communication, internal workshops, and teacher learning communities.

#### **Relevance and Usefulness of the Training**

The analysis revealed that the training program was highly relevant to the managerial and instructional leadership responsibilities of school principals. The findings showed that the training contributed to the improvement of principals' managerial competencies, particularly in school management and organizational leadership. In addition, the program strengthened principals' abilities in conducting academic supervision and utilizing educational report data as a basis for decision-making and school improvement planning. The training also supported the enhancement of learning management practices and helped principals develop more effective strategies for addressing various challenges and problems encountered in school management.

The training program applied various learning methods to encourage active participation and practical understanding among participants. These methods included group discussions, case studies, best practice sharing sessions, presentations, and the development of follow-up action plans. Through these interactive and collaborative approaches, participants were able to exchange experiences, analyze real school-related problems, and design practical strategies that could be implemented in their respective schools after completing the training. These methods encouraged active participant engagement and made the training more applicable to real school contexts.

#### **Changes in Principals' Behavior and Performance**

The study revealed significant changes in both the behavior and

performance of school principals after participating in the training program. The findings indicated that principals became more capable of making decisions based on data and evidence, particularly through the use of educational reports and school performance information. In addition, their ability to conduct academic supervision improved, enabling them to provide more structured guidance and support for teachers. The training also strengthened principals' instructional leadership by enhancing their role in improving teaching and learning processes within schools. Furthermore, principals demonstrated better organizational communication and became more effective in fostering a collaborative school culture that encouraged teamwork, participation, and shared responsibility among teachers and school staff.

Principals began using education report data as the basis for school policy decisions. Academic supervision also became more systematic through pre-supervision, observation, reflection, and follow-up stages.

Teachers perceived principals as becoming more open, communicative, and democratic. Principals increasingly involved teachers in decision-making and school program development.

### **Supporting and Inhibiting Factors in Implementing Training Outcomes**

The implementation of the training outcomes was supported by several important factors. These included strong support from the Education Office through guidance, supervision, and continuous monitoring of school programs. In addition, the presence of learning communities and effective teamwork within schools contributed to the successful implementation of training results. Support from teachers also played a significant role in facilitating changes and innovations introduced by principals after the training. Furthermore, adequate facilities and infrastructure helped schools implement various programs and activities more effectively. The Education Office provided monitoring, mentoring, and evaluation of follow-up action plans. Principals also established teamwork and learning communities to strengthen program implementation.

The study also identified several factors that hindered the implementation of training outcomes in schools. One of the main challenges was teacher resistance to change, as some teachers were still reluctant to adopt new approaches and innovations introduced after the training. In addition, limited technological skills among teachers and school staff affected the implementation of technology-based programs and learning activities. The study also found that inadequate facilities and infrastructure became obstacles in supporting school improvement efforts. Furthermore, time constraints and a work culture that was not fully adaptive to change limited the effectiveness of implementing the training results within the school environment. Some teachers remained in their comfort zones and were reluctant to adopt educational innovations.

### **Strategies for Implementing Training Outcomes**

The principals implemented various strategies to apply the outcomes of the training programs within their schools. These strategies included establishing work teams to support the implementation of school programs and developing learning communities to encourage collaboration and professional growth among teachers. Principals also conducted internal dissemination sessions to

share the knowledge and insights gained from the training with school staff. In addition, teacher workshops were organized to strengthen instructional practices and enhance teachers' competencies. The principals further reinforced the implementation process through regular academic supervision, as well as continuous monitoring and evaluation of school programs to ensure that the planned improvements were effectively carried out. These strategies were implemented collaboratively and participatively to ensure broader acceptance among school members.

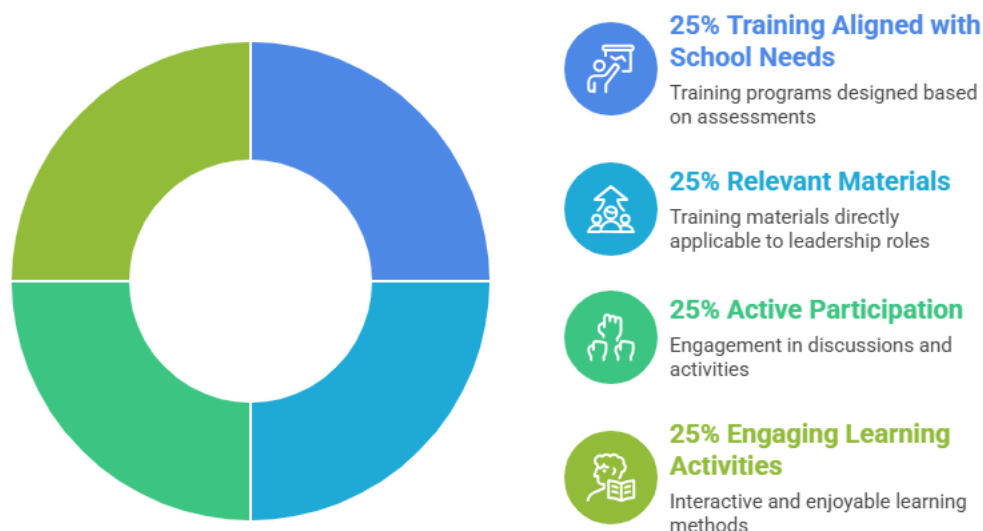


Figure 1. Dominant Themes in Participants' Training Experiences

## DISCUSSION

### The Impact of Training on Learning Quality and Teacher Performance

The principal training program had a positive impact on various aspects of school improvement. The findings showed that the training contributed to the enhancement of learning quality through better instructional management and academic supervision. In addition, the program strengthened teacher learning communities by encouraging collaboration, professional discussions, and shared learning practices among teachers. Teacher discipline also improved as principals became more consistent in monitoring and guiding school activities. Furthermore, the training supported the integration of technology into the learning process and promoted a more collaborative school culture characterized by teamwork and active participation. The improvement of instructional supervision was also evident, as principals became more systematic and effective in supporting teachers' professional development and classroom practices.

Teachers became more active in professional discussions, reflective teaching practices, and technology-based instructional activities.

The findings indicate that the principal training organized by the Bandung City Education Office can be categorized as effective because it contributed to improvements in principals' competencies and leadership behaviors.

Training effectiveness was strongly influenced by the relevance of training materials to participants' needs. The findings revealed that the training programs

were designed based on competency assessments and education report data, making the programs more contextual and practical. This finding supports the training theory proposed by Raymond Noe, which emphasizes that training effectiveness depends on the alignment between training content and participants' needs.

Furthermore, the use of varied instructional methods enhanced active participant involvement. This approach aligns with the andragogical learning concept introduced by Malcolm Knowles, which emphasizes experience-based and participatory learning.

The training also strengthened instructional leadership. Principals became more active in academic supervision, learning community development, and data-based decision making. These findings support instructional leadership theory, which positions principals as key drivers of educational quality improvement.

However, the implementation of training outcomes still faced challenges such as resistance to change, limited technological skills, and non-adaptive organizational culture. These findings suggest that training effectiveness is influenced not only by training quality but also by organizational support within schools.

## CONCLUSION

The principal training programs organized by the Bandung City Education Office were proven effective in improving principals' competencies and performance. The effectiveness was reflected in improvements in instructional leadership, academic supervision, data-based decision making, organizational communication, and collaborative school culture.

The training program was considered effective because the materials provided were aligned with the actual needs and challenges faced by schools and principals in their daily responsibilities. In addition, the training applied varied and participatory learning methods that encouraged active involvement and practical understanding among participants. The effectiveness of the program was also supported by follow-up activities conducted after the training, such as monitoring, mentoring, and the implementation of action plans in schools. Furthermore, organizational support and continuous supervision from the Education Office played an important role in ensuring that the knowledge and skills gained during the training could be effectively implemented in the school environment.

However, the implementation of training outcomes was still influenced by school culture, teacher readiness, and limited resources.

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principal professional development programs, and the improvement of educational quality in Indonesia..

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