

Backward Design: An Approach to the Professional Development of School Leaders

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Abstract

Influential leaders are one of the essential elements to achieving the goals of school transformation. Optimizing the ability of school leaders requires opportunities to practice what they have learned from the training module of the School Transformation Program 2025 (TS25). Since the results of the school's achievements can convince the community to support and cooperate with the school, the researcher adopted an approach known as the backward design as a model for the professional development of school leaders. First, however, the researcher needs to examine the feasibility and appropriateness of this approach. Therefore, the researcher conducted a School Leaders Perception Study (SLPS) through a questionnaire to survey 225 leaders' perceptions of 82 Kota Kinabalu district schools about implementing the TS25 program in Malaysia. This survey was administered through a google form to gauge school leaders' acceptance level of TS25 program implementation. It also aims to identify the need for self-development among school leaders, which they usually implement through best practice sharing. In addition, the researcher also studied the willingness of school leaders to implement TS25 partnerships targeted at the community through the questionnaire. After determining the reliability of the SLPS questionnaire, the results of descriptive analysis showed that Kota Kinabalu district school leaders strongly agreed with school transformation implemented according to the school context. Most of them also agree that partnership implementation is a valuable learning opportunity in professional development. The findings also indicate that targeted TS25 partnerships with the community should begin from the results of existing school achievements. Therefore, the researcher suggests a backward design approach as an innovative approach for school leaders' professional development.

Keywords: backward design, best practice sharing, community, professional development, school leaders

Introduction

In 21st-century learning, the teacher's role is not merely that of an instructor. It means a teacher no longer only teaches according to the textbook to help students master the learning content. This scenario also illustrates that teachers are no longer planning and training according to the range of books. In teaching planning, the teacher will only know what they should teach if the teacher knows what his students should learn, as Wiggins and McTighe (2006) argued.

In developing curriculum and instructional design, helping students understand learning, remember learning content, and generalize what the students learned is the main challenge for educators (Bulgren et al., 2007). To achieve meaningful learning objectives, teachers must help students build understanding through learning experiences or existing knowledge, i.e., via a constructivist approach (Scruggs et al., 2007). Pupils can receive new knowledge more effectively and meaningfully by building one's knowledge schema and relating experience or old knowledge with newly received knowledge. The next step is to create opportunities for students to practice and deepen the constructed knowledge scheme. So, educators recommend an approach known as backward design (Wiggins & McTighe, 2006) in the current era of education. Ministry of Education Malaysia (MOE) also

introduced the backward design approach to the group educators through TS25 training modules.

Meaningful learning through backward design is familiar with classroom teaching and learning terminology. However, the functional application of the concept of backward design has yet to be discussed in the context of professional development for school leaders. Learning happens through sharing activities. Over the years, best practice sharing activities practiced through PLC (Professional Learning Community) implementation have created a learning platform or opportunity for school leaders, for example, learning in managing partnerships about school transformation. In other words, the best practice sharing activity has created a learning space for school leaders on a broader scope that is more meaningful and practical. School leaders try to build their scheme or understanding of the school transformation in this process. The construction process of this scheme can be termed a backward design. However, a backward design study for professional development among school leaders still needs improvement. There is a vast exploration or space to do related research. Initiating from this awareness, the researcher presents backward design as an approach to professional development for school leaders. Henceforth, the researcher needs to examine the feasibility and suitability of this approach through research.

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Review of the Related Literature

The School Transformation Program 2025 (TS25) is part of the MOE's efforts that have goals parallel to the Malaysian Education Blueprint (MEB), namely, to improve student achievement and produce high-quality schools in line with the current needs of education in Malaysia (Ministry of Education Malaysia, 2013). TS25 program aims to produce an excellent young generation through 1) A fun learning environment; 2) Being supported by quality leadership and vision; 3) Competent and highly aspirational teachers; and 4) Consistent community commitment. MOE has set the main objectives of the TS25 program, including developing internal expertise through comprehensive and structured training for pedagogy mentors and leadership guidance through setting the necessary goals achieved by all schools in Malaysia in 2025. One of the main goals of TS25 is to strengthen the engagement of parents, communities, and (private) stakeholders in student development (Andin et al., 2019).

The first goal set by the MOE is based on the main objective of TS25, which is to strengthen school leadership. MOE cannot deny that school leaders play a crucial role in determining the achievement of aspirations in the transformation of Education (Jais et al., 2019). TS25 program is one of the MOE's plans to improve the quality of education for the sake of national students. MOE has made many efforts to implement the TS25 program, including conducting leadership and instructional courses and formulating training modules for school leaders to demonstrate how to achieve the objectives of the desired educational transformation objective.

Three essential elements in achieving TS25 goals are quality teachers, leaders' effectiveness, and community support (Ministry of Education Malaysia, 2013). Therefore, sharing information about school transformation also needs to be targeted at parents, the community, and the private sector to obtain support and cooperation from outside society. With that, MOE needs to establish cooperation among the schools and community to achieve the national goal of education transformation. In short, the "Quality teachers – Effective leaders – Parents and Community Support" network should always be maintained so that this functional cycle is not interrupted due to the role of one of the elements dropping out.

Community consensus. In the five system aspirations of MEB, there are eleven shifts to transform the education system. The ninth shift has recorded the importance of working with parents, the community, and the private sector (Ministry of Education Malaysia, 2013). MOE is exploring various innovations that can encourage the engagement of parents, the community, and the private sector to achieve the goal of the current third-wave MEB.

MOE values the participation of parents, the community, and the private sector in transforming the country's education. The schools can achieve educational excellence by consensus or understanding between the school and the community. It requires the collaboration of many parties, not only limited to teachers and students. The community or the outside community also needs to play their respective roles to boost the educational excellence of a school.

In Malaysia and this article, "consensus" is defined as agreement and unity forged in an area. While "community" is referred to as a group of individuals who have characteristics, including tendencies or similar interests. Consensus can only be reached if there is a close relationship that is close and cooperation exists between several parties or in a community. A school consists of a group of people, the Headmaster/Principal, teachers, staff, and students. All these members interact in the same school area. Thus, schools have community characteristics. In the context of education, schools not only need to establish good relationships among educators, but even they also need to build familiar relationships with parents or communities outside the school, such as the local community, private sector or NGO, and so on, to create unity and consensus so that educational excellence in a school can be achieved.

Transformational leadership brings community consensus. Institutions' primary leadership models consist of instructional and transformational leadership (Mooi, 2010). According to Stewart (2006), the prominent role of the instructional leader is to set the school's goals in terms of curriculum and instruction as well as the learning environment. In comparison, the transformational

leader's focus is restructuring for school improvement. Under effective transformational leadership, organizational culture and identity can be cultivated. Next, a successful transformational leader can project his potential to influence the surrounding community under his leadership.

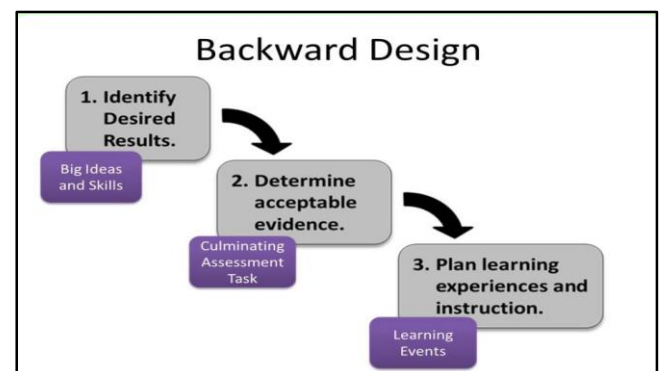
According to Oc and Bashshur (2013), leaders and followers are two parties that influence each other in increasing motivation and organizational enthusiasm. However, generally, the leader is the one who always takes the initiative to start this psychological mechanism. Graham (2019) continues to argue that leaders who can develop identity awareness will increase motivation among their followers more efficiently and, subsequently, can drive the organization to the desired level of transformation. For that purpose, leaders can act by showing the organization's mission and vision to their followers. According to social identity theory, everyone has the nature of openness in forming an identity, whether personal or social (Herman & Chiu, 2014). Following the discovery of identity, new directions and organizational excellence can be developed. As a result, the direction of transformation will lead to a more stable direction.

The researcher suggested a backward design to introduce the school transformation concept to the community. However, not all community members are literate in terms of education. Therefore, school leaders should avoid using abstract theory in explaining the school transformation to the community. The best practice of a school shared with parents, the community, and private parties consisting of various layers of society should be community-friendly. The researcher's recommendation is to use examples of existing school achievements.

"Community friendly" includes a "sense of belonging" (McMillan, 1996). A school leader should highlight the unique characteristics of a school because it shows the school's identity (Ma, 2003), and this identity will attract the interest of the community because it contains universal elements or values to evoke a sense of belonging among the community (Hagerty et al., 1992). In short, community consensus is relatively easy to achieve when community members find that the school's identity is their dream identity.

In teaching and learning planning that uses backward design, identifying learning outcomes (Identifying desired outcomes) is the teacher's main focus (Childre et al., 2009). The researcher wants to define the intended learning outcomes in the context of the professional development of school leaders, which is through sharing best practices targeted by school leaders to the community. In this context, learning outcomes refer to the school's existing success or achievements. As an introduction, Wiggins and McTighe's backward design approach model (2005) is shown in Figure 1.

Figure 1
Backward Design



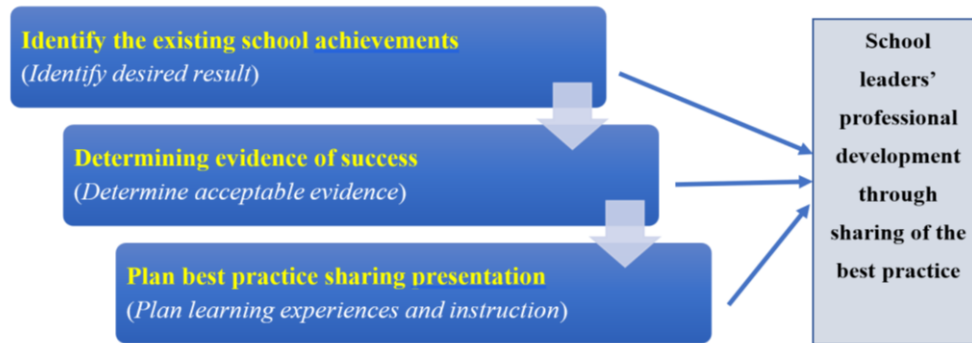
Note. From "Understanding by design (2nd ed., p. 16)," by G. Wiggins and J. McTighe, 2005, Association for Supervision and Curriculum Development. Copyright 2005 by Association for Supervision and Curriculum Development.

According to McTighe and Thomas (2003), the planning of teaching and learning that uses backward design focuses on three crucial elements, the main idea, the critical question, and the

exhibition of actual results. First, the researcher makes "Existing school achievements" the main idea in the partnership that school leaders want to convey to the community. In explaining how change or transformation occurs in schools, leaders need to identify the factors of change or elements of transformation found in the operation of the transformation. Next, school leaders can ask "critical questions" to interest and arouse the audience's curiosity in a community partnership. Next, the evidence showing success in the operation of school transformation is presented to the community. "Determining evidence of success" is equivalent to *Determining acceptable evidence* in the backward design model of Wiggins and McTighe (2005).

The next step is planning the presentation using a best practice sharing format or mode. The following stage aims to celebrate the success of the transformation. School leaders who make presentations can take the opportunity to guide or educate the community through their presentations. Before reaching this stage, school leaders need to plan carefully how the partnership is presented so that the community can understand the concept of educational transformation more easily. So, this stage is equivalent to the term "Plan learning experience" in Wiggins and McTighe's backward design model. In this study, the backward design model was adapted. The terminology was updated to form a conceptual framework for professional development, as illustrated in Figure 2.

Figure 2
Conceptual Framework for Professional Development of School Leaders



Note. Model adopted From "Understanding by design (2nd ed., p. 16)," by G. Wiggins and J. McTighe, 2005, Association for Supervision and Curriculum Development. Copyright 2005 by Association for Supervision and Curriculum Development.

Learning occurs by identifying transformational elements that bring change to a school if viewed from an individual perspective. The school leader plans and prepares the partnership according to the knowledge schema built in the process of preparing the partnership. Preparing presentation slides for a best practice partnership challenges the mind. Through challenges, thinking skills can be enhanced to a certain level. Suppose school leaders can convey the concept of transformation according to the context of their respective schools. In that case, the pose of professional development through learning means that it must have happened.

Hence, the researcher emphasises that sharing best practices is to present results and create a learning opportunity for school leaders. In preparing the partnership, the leader as a presenter should think about the type of medium that is suitable to use. The arrangement of ideas in a slide presentation requires digital skills and involves making sequences and processing language so that the presentation can interest and facilitate the audience's understanding. Besides, the presenter should deeply understand the content, idea, or concept he wants to convey. The leader must learn all the knowledge details in the TS25 training module. Therefore, preparing the presentation has become a challenge and a learning opportunity. In other words, best practice sharing is suitable as a method or alternative for learning and professional development among school leaders.

In the backward design model, the actual results exhibition stage is called developing skills or applying knowledge in a more practical learning situation (Wiggins & McTighe, 2006). This study refers to generalizing the leader's knowledge to achieve three goals that must be realized through sharing. The three goals targeted at the community audience are:

1. Giving the community an understanding of the concept of educational transformation,
2. Cultivate a sense of belonging and a sense of unity in the community,
3. Forge community consensus through best practice sharing.

Objectives

The discussion of literature highlights has shown a need, which is the need to create an approach to facilitate professional

development among school leaders. Researchers suggest backward design as an approach to meet these needs. However, a study or survey should identify the researcher's needs and recommendations. Therefore, a questionnaire are administered to achieve the following objectives:

1. Review school leaders' acceptance level about implementing the TS25 program.
2. Identifying professional development needs among school leaders.
3. Identifying the willingness of school leaders to execute TS25 sharing with the community.

Research Question

Is the backward design suitable as an approach for the professional development of school leaders?

Methodology

This study was conducted through a questionnaire called the School Leaders Perception Study (SLPS) about the TS25 program. The SLPS questionnaire in google form was distributed to the leaders of all schools, a total of 82 schools in the Kota Kinabalu district consisting of Principals, Headmasters, Senior Administrative Assistants, and Senior Student Affairs Assistants. Two hundred twenty-five school leaders have volunteered to answer the questionnaire distributed through a google link from 22 to 25 January 2022.

The SLPS questionnaire was administered to assess the level of agreement of school leaders in three dimensions of the survey, namely:

1. Acceptance of the implementation of the TS25 program,
2. The need for self-development through the implementation of partnership,
3. Willingness to execute TS25 sharing with the community.

The level of agreement of each respondent was assessed using a 5-point Likert scale, from point 1, interpreted as "Strongly Disagree," to point 5, interpreted as "Strongly Agree." Point 3 is placed as an intermediate; a neutral perception option should be provided for some respondents not from TS25 schools. Using a 5-point scale in

SLPS is appropriate to increase the reliability of the questionnaire data (Joshi et al., 2015). A high mean score indicates favorable agreement in a survey dimension, while a low mean score means

negative agreement. The estimated value for the mean average range is determined according to the following calculation:

$$\text{Range value} = \frac{\text{maximum scale score} - \text{minimum scale score}}{\text{number of levels}} = \frac{5-1}{4} = 1.00$$

Based on the calculation results, the determination of the level of agreement according to the value of the point distribution range is displayed in Table 1. Before answering the questionnaire,

respondents were required to provide background information to collect demographic data. The demographic statistics of this study are shown in Table 2.

Table 1
Interpretation of the Range of Agreement Level Values

Point range	Agreement level	Response interpretation
1.00 – 2.00	Low	Strongly disagree
2.01 – 3.00	Medium-low	Disagree
3.01 – 4.00	Medium-high	Agree
4.01 – 5.00	High	Strongly agree

Note: From "Principals' sense of efficacy: Assessing a promising construct," M. Tschannen-Moran and C. R. Gareis, 2004, *Journal of Educational Administration*, 42(5), p. 580 (<https://doi.org/10.1108/09578230410554070>). Copyright 2004 by Emerald Group Publishing Limited.

Table 2
Demographic Statistics

Percentage of involvement from the total number of respondents answering the questionnaire	Numbers	%
Type of schools		
National primary school	153	68
Secondary school	35	15.6
Chinese national type school	33	14.7
Religious high school	3	1.3
Sports school	1	0.4
Total	225	100
School participation status in the TS25 program		
Has/is following the program	155	68.9
Have not followed the program	70	31.3
Total	225	100
Respondent's gender		
Females	129	57.3
Male	96	42.7
Total	225	100
Respondent's age		
51 - 60 years	141	62.7
41 - 50 years	74	32.9
31 - 40 years	9	4
30 years and under	1	0.4
Total	225	100
Total years of experience of the respondent as a school leader		
0 - 5 years	98	43.6
6 - 10 years	67	26.7
11 years and above	60	29.5
Total	225	100

Validity and Reliability of the SLPS

Before conducting data analysis, the proper and quality instrument should be identified first so that the data obtained is valid and dependable. Since the researcher set the SLPS items at an initial stage, the validity of the SLPS questionnaire instrument should be verified using Exploratory Factor Analysis (EFA). KMO

(Kaiser-Meyer-Olkin) and Barlett's test (Barlett's test of sphericity) were conducted to determine if the data were suitable for factor analysis. The SLPS questionnaire has a KMO (Kaiser-Meyer-Olkin) value of .85 with an appropriate and significant Chi-Square, which is $\chi^2 = 19.43, df = 3, sig p < .00$, showing the adequacy of the sample and items in the questionnaire to analyze the perception of school leaders on TS25 program as shown in Table 3.

Table 3
KMO and Bartlett's Test

	Kaiser-Meyer-Olkin measure of sampling adequacy	Bartlett's test of sphericity		
		Approx. Chi-square	df	p
SLPS	.85	1542.69	66	.00

Note. SLPS = School Leaders Perception Study.

In the factor analysis using EFA verification, the results of the principal component analysis show that all 12 SLPS items have passed the factor loading value of .3, meaning that all the items in the SLPS questionnaire are suitable for the factors that converge to

test the perception of school leaders (Ghazali & Sufean, 2018). The result of the factor analysis is in Table 4.

Furthermore, the factor correlation analysis findings meet Pearson's correlation condition in the value range of $.30 < r < .90$,

meaning that the correlation between the items is appropriate and free of multicollinearity issues. Finally, the results of the construct validity analysis show that the components of the SLPS can be extracted and condensed into sets of related items to test the perception of school leaders about the implementation of the TS25 program.

Factor analysis aims to evaluate construct validity. In addition, the reliability of the SLPS questionnaire also needs to be verified. In this study, the researcher used the Cronbach alpha coefficient to determine internal consistency and evaluate the character of the SLPS questionnaire item set. Table 5 shows the Cronbach Alpha value.

Table 4
Findings of Factor Loading Analysis through the Principal Axis Factoring Method

Pattern matrix	Factor		
	1	2	3
Q6	.93		
Q7	.87		
Q5	.84		
Q1	.83		
Q4	.81		
Q3		.67	
Q9		.54	
Q2		.52	
Q8		.52	
Q10			-.80
Q11			-.62
Q12			-.57

Note. Extraction Method: Principal Axis Factoring; Rotation Method: Oblimin with Kaiser Normalization. a. Rotation converged in 8 iterations.

Table 5
Cronbach Alpha Value of SLPS Questionnaire

Cronbach's alpha	Cronbach's alpha based on standardized items	N of items
.86	.86	12

Based on Table 5, the Cronbach alpha value of .86 shows that the SLPS questionnaire has high reliability (Chua, 2014), all the items in this questionnaire have contributed to the consistency of testing the perception of Kota Kinabalu district school leaders about the implementation of the TS25 program.

Results

The SLPS questionnaire data were analyzed descriptively using frequency, percentage, mean, and standard deviation, as shown in Table 6.

Table 6
Analysis according to Frequency, Percentage, and Mean (N = 225)

Item	Question	SD	D	N	A	SA	M	SD
Q1	Following the TS25 program offered by the Ministry of Education is very helpful in implementing school transformation.	0 0%	3 1.3%	41 18.2%	100 44.4%	81 36%	4.15	.76
Q2	School transformation will still happen even if the school has not followed the TS25 program.	1 0.4%	2 .9%	32 14.2%	101 44.9%	89 39.6%	4.22	.75
Q3	School transformation should be carried out according to each school's context to exhibit the school's uniqueness.	0 0%	1 .4%	12 5.3%	74 32.9%	138 61.3%	4.55	.62
Part A: Acceptance of the implementation of the TS25 program							4.31	
Q4	Studying/ revising the TS25 module can help me produce quality TS25 presentation materials.	0 0%	2 .9%	41 18.2%	105 46.7%	77 34.2%	4.14	.74
Q5	New knowledge will be gained through the shared management process.	0 0%	1 .4%	28 12.4%	94 41.8%	102 45.3%	4.32	.70
Q6	The sharing of school achievements helps me deepen the knowledge I learned.	0 0%	3 1.3%	29 12.9%	92 40.9%	101 44.9%	4.29	.74
Q7	The implementation of partnership is a valuable learning opportunity in the professional development of school leaders.	0 0%	3 1.3%	29 12.9%	86 38.2%	107 47.6%	4.32	.75
Part B: Self-development needs through partnership implementation							4.27	
Q8	Implementing TS25 partnerships within the community is a challenge.	1 0.4%	1 0.4%	21 9.3%	110 48.9%	92 40.9%	4.29	.69
Q9	The community is more interested in seeing the results of the school's achievements than in recognising the school's problems.	1 .4%	1 .4%	25 11.1%	93 41.3%	105 46.7%	4.33	.73

Item	Question	SD	D	N	A	SA	M	SD
Q10	The results of the school's achievements can convince the community to support and cooperate with the school.	1.4%	0%	11 (4.9%)	92 (40.9%)	121 (53.8%)	4.48	.63
Q11	The excellence of my school can be displayed based on the results of my school's existing achievements.	3 (1.3%)	0 (0%)	25 (11.1%)	132 (58.7%)	5 (2.9%)	4.14	.71
Q12	The leadership quality of a school leader can be detected from the school's achievements.	1 (0.4%)	0 (0%)	15 (6.7%)	91 (40.4%)	118 (52.4%)	4.44	.66
Part C: Willingness to execute TS25 sharing with the community							4.34	
Mean average							4.31	

Note. SD = strongly disagree; D = disagree; N = neutral; A = agree; SA = strongly agree

The analysis results show that the respondents agree with the statement of all items (Mean > 3.00). Referring to Table 6, the highest mean finding in Part A: Acceptance of the implementation of the TS25 program is item Q3 ($M = 4.55, SD = .62$), while the highest mean in Part B: The need for self-development through the implementation of partnership is item Q5 ($M = 4.32, SD = .70$) and Q7 ($M = 4.32, SD = .75$). The highest mean in Section C: Willingness to execute TS25 sharing with the community is item Q10 ($M = 4.48, SD = .63$).

Discussion

The following discussion is based on interpreting the SLPS questionnaire data. The researcher chose the five highest and one lowest mean values, as shown in Table 7, as the focus of the discussion. The selection of item values is also based on justification from the results of factor loading analysis and item reliability tests.

Table 7

Analysis through Mean, Factor Loading Value, and Cronbach alpha if the item deleted

Item	Question	M	SD	Factor loading value	Cronbach's alpha if the item deleted
Q3	School transformation should be carried out according to each school's context to exhibit the school's uniqueness.	4.55	.62	.67	.86
Q10	The results of the school's achievements can convince the community to support and cooperate with the school.	4.48	.63	-.80	.85
Q12	The leadership quality of a school leader can be detected from the school's achievements.	4.44	.66	-.57	.85
Q9	The community is more interested in seeing the results of the school's achievements than in recognizing the school's problems.	4.33	.71	.54	.86
Q5	New knowledge will be gained through the shared management process.	4.32	.70	.84	.83
Q7	The implementation of partnership is a valuable learning opportunity in the professional development of school leaders.	4.32	.75	.87	.83
Q4	Studying/ revising the TS25 module can help me produce quality TS25 presentation materials.	4.14	.74	.81	.84

Table 7, displays six items with the highest mean and one with the lowest from the descriptive analysis (Table 6). The factor loading values show the distribution's nature and the factor density level. The factor loading of these seven items is between .54 and .87, meeting the condition of $.30 < r < .90$, confirming that the factor density exists well in the measurement of relative constructs. All Cronbach alpha values, if deleted a regarding item, do not exceed .86, indicating that all items used to interpret this data are related to the study, have high reliability, and can measure what is to be measured. The purpose of validating these values is to ensure that the following discussion is not misleading, i.e., based on a reliable data interpretation.

The mean score of Q3 was the highest, $M = 4.55$, with a $SD = .62$. This finding shows that the highest agreement of school leaders lies in the "School transformation should be carried out according to each school's context to exhibit the school's uniqueness." The second highest mean finding is item Q10 ($M = 4.48, SD = .63$), showing high agreement among school leaders about "The results of school achievements can convince the community to give support and cooperation to the school," implying that the TS25 partnership should initiate from the existing school achievements, i.e., focuses on the current environment as stated by Petrie (2011).

Through sharing, the leadership quality of a school leader can be detected from the results of the school's achievements, as agreed by most school leaders in response to question item Q12 ($M = 4.44, SD = .71$). There is often societal pressure to present a

positive image of one's organization (Gioia, 1998). School leaders think that the community is more interested in seeing the results of the school's achievements than recognizing the school's problem issues; this is supported by the mean findings of item Q9 ($M = 4.33, SD = .71$). The researcher recommends using a backward design, that is, to start sharing the results of existing school achievements, which is a practical approach and the right time to practice.

In reality, a few school leaders have yet to put into practice what they have learned from the training modules of the TS25 program. Therefore, they still feel skeptical about the TS25 program in helping them produce quality sharing materials. This situation can be revealed from the lowest mean result of item Q4 ($M = 4.14, SD = .74$) in the SLPS questionnaire. To be effective in the future, leaders will need to develop new skills (Martin, 2007). Therefore, there is a need to provide a learning platform through sharing for school leaders as an intervention. This action can also serve as a complementary project for the TS25 program. The implementation of partnership is a valuable learning opportunity in the professional development of school leaders.

Through partnership management, new knowledge formed creates learning opportunities. This will enable the school leaders' minds to open and search for new and better ways to make sense of their challenges (Petrie, 2015). This argument was supported by the high mean agreement level of items Q5 ($M = 4.32, SD = .70$) and Q7 ($M = 4.32, SD = .75$).

It is not an easy task to explain school transformation to the community. The backward design model prepares a win-win situation for the school leaders by organizing the sharing points and for the community audience by providing ways to understand the concept of school transformation. Through the backward design approach, school leaders may begin with the ending outcome in mind and design everything towards the end (Harris, 2010). Thus, school leaders may identify the desired result, for example, the practice of new pedagogy outcomes in classroom learning. School leadership is second only to classroom teaching as an influence on pupils' learning (Leithwood et al., 2020). School transformation must then be accompanied by transformations in teacher culture (Popa, 2009). Huber (2004) asserted that it is essential to have a goal orientation participation of others in leadership tasks. Sharing of school's vision and goals with the community will also create room for the teacher's participation.

Conclusion

In conclusion, the researcher would like to quote a paragraph from the claim of the Director of the Teacher Professionalism Division, Datu Dr Haji Azhar, during his visit to Bukit Padang National School in Kota Kinabalu said: "TS25 is not something new. All the school operations are transformational efforts. What is important is that the school can define TS25 by implementing operations that go in the same direction: student development and quality schools." The Director's claim on 11 November 2021 has conveyed the meaning that the researcher wants to convey: Most schools can interpret TS25 according to the context of their respective schools. Each school has its characteristics and social practices, and each community's unique nature differs.

In 2022, seventy-seven Kota Kinabalu district schools became participants in the TS25 program. If these schools operate a transformation program according to the diverse school context, it will bring a broader, more meaningful, and more community-friendly definition of school transformation. Therefore, the sharing delivered by the school leaders according to the interpretation of their respective school transformation concepts will reveal the school's uniqueness. In this case, "uniqueness" is the central entity; it can be applied as a starting point to attract community interest in school transformation. The introduction of educational transformation to community groups is necessary so that the community's role as a strategic partner of TS25 can be developed and empowered according to current education trends.

Based on the findings of the SLPS, backward design is an appropriate approach to generate community consensus by sharing best practices by school leaders. Beyond instructional and leadership theories, the backward design approach can be used as an innovation model to develop its functions more widely according to diverse perspectives. With that, the researcher suggests the additional function of backward design, which is an alternative method for the professional development of school leaders. Using the backward design, it highlights the effectiveness and meaningfulness of the TS25 learning module through intelligently planned sharing of best practices. There is still a lot of research space to explore the function of backward design. The researcher only discovered a small part of its function in writing up this conceptual article. However, the SLPS results have supported the statistical feasibility of the researcher's recommendations. Hence, the researcher hopes to open a corner to study backward design as professional development for school leaders. This suggestion will be a new dimension in future studies.

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