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Model of Management Capacity Building for Improving the Quality of School

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Abstract

This study was aimed to develop a Model of Management Capacity Building for Improving The Quality of Elementary School in Bandung, West Java. The research method used the research and development procedure and the main stages were: a preliminary study, development of the design and the product model, expert analysis judgment, operational testing, validation testing through pre-experiment, and product dissemination. The model developed consisted of six components, i.e. vision, skills, resources, incentive, action plan, and partnership. The study revealed that this model had a significant influence on improving the quality of education through capacity building school management in an integrative model of partnership between school, university and ministry of education.

Keywords: *Management Capacity Building, Continuous Professional Development, Integrated Partnership*

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Introduction

The capacity building programs which were not followed by the action plan is not guarantee the sustainability of the program especially to achieve the goal, so that it fail to hone the skills of teacher that affect on the structured low-grade learning. Excellent learning services that can be provided by the school as the gold standard of service cannot be given entirely due to the unequal distribution of the teacher's ability worsened by the lack of well-planned efforts to increase its capacity. It should be suspected that the child capacity does not develop due to the power of school resources, especially teachers who are less able to color the child's existence. It is quite plausible since some researchs on student achievement conclude that student achievement is affected by the teacher's performance approximately 30% (Meirawan, etc, 2013)

Some self-development activities carried out by the teachers and other school staff are not sufficient to provide confidence if the teacher can provide learning services in a fun and effective ways. It is presumably because they join the activities in a sporadic, not hard-wired way, and not from self-awareness that becomes a call to improve themselves to the service of the best learning.

Awareness on the improvement of schools' capacity is identified from policy born to raise the teacher's career through Permenegpan RB No. 16 Year 2009 on Functional Teacher and Its Credit Figures, which requires the necessity of a teacher to report education, teacher's performance assessment, continuous professional development and the teacher's functional duty support in nominating their promotion. It impacts on the workings and mindset of teachers in managing their career and adjusting more to the wishes of government and society. (Meirawan, 2013)

Based on the background and focus of the problem above can formulate research problem, namely, "how to develop management capacity to improve the quality of school ." This study attempts to limit the study of the organizational capacity development on the resource capacity and management capacity of the organization. Even so, the findings of the researchers' experience during the last two decades show that management capacity is critical thing for the development of the capacity of an organization.

The study used the research and development prosedure which refers to Borg and Gall (1983) with adjustments made in accordance with the existing context. The main stages were: a preliminary study, development of the design and the product model, expert analysis judgment, operational testing, validation testing through pre-experiment, and product dissemination. The data were analyzed by using the qualitative and quantitative descriptive technique at Sabang Elementary School and Merdeka Elementary School in Bandung West Java.

Research Result:

Management Capacity Building

School management to improve the organizational capacity in terms of six organizational development capacities include vision, skills, resources, incentives, action plan, and partnership.

Vision and Shared Vision in Management Capacity Building

The school's vision has been understood by all of the school's citizens and its statement has been recognized by the whole school community. Vision of the school according to the teachers quite inspires enthusiasm and stimulates consensus, so if there is national or international activity, the principal gives the opportunity for its utilization and it is an advantage for teachers and can ultimately increase the organizational capacity.

The vision has become a way to act and basic value used as a reference for schools to actualize the program which refers to the achievement of the vision. The religious, national, and international programs are not difficult to find in school and the school environment is also very well known as a healthy and green school in the society.

The schools have already owned visions, and these visions become reference point for the school, especially the principal to bring it into reality. Leadership Capacity Improvement for School Capacity Development is merely a boundary to the ability of the principal to understand the vision of the school and transforms it to the school community to be a shared vision. However, in line with the school's vision, the development of the vision is born from activities to actualize the vision especially from the vision of excellence and achievement that lies in the quality improvement program and is very directly related to the improvement in individual and organizational capacity.

Development of school leadership in developing the vision, mission, and goal of the school is carried out through the construction of exemplary behavior of the school community so that the schools' artifact reflects the school's leadership. Emotional bond of the school community toward the school's vision is important to develop both formally and informally. Formal bond is performed through a joint

declaration of the school community to achieve the vision of the school. Informal bond is performed by involving the school community in developing the school's vision in the slightest form of involvement.

Skill of Management Capacity Building

The development of organizational capacity of the school is accommodated in the form of lesson study. Actually a lot of the efforts have been carried out including the efforts carried out to improve the quality of pre-service teachers (in-service teacher). But on the lesson study, the teachers' skills can be sharpened more in real and what is more is that how the learning happens in the classes with the deliberate and conscious changes for the quality of education.

The necessary skills to improve the capacity of the school are not limited to the developing skills for teachers but the entire school personnel who support the achievement of the goals. However, due to the limited funds, the skills developed more comprehensively are newly found in the dimensions of the teachers. However, teachers can be a powerful developer of the capacity through improving their participation in the management process and participative leadership so that their bright ideas obtained from the training agenda and lesson study become the power of building school capacity.

Skills to improve the capacity of schools are especially in the realm of teachers who are directly on learning. The next leader's skills are essential to be able to move the capacity of the teachers and others. Thus, the principal skills are very important; first and foremost to make the school has the capacity to improve the quality of the school.

Resources in management Capacity Building

Resources are part of organizational capacity development. The developed resources are human resources for more advanced functions for the task of teachers, while the other educational and administrative personnel have not been much empowered yet. Resources for the school capacity improvement is developed more on physical infrastructure such as adding new buildings, maintaining learning and school facilities, adding network, and maintaining network. Capacity development resources on human resource is still focused on the licensing and assignment to join a training, competition participation assignments, secondary education, participation in workshops and seminars. As for the individual activities of development resources such as subscribing journals, books, participation in professional associations' forums have not received full recognition yet.

Incentives of Management Capacity Building

Incentives for the development of school capacity are distributed according to their field, so special posts for self-development in particular have not been stated explicitly yet. However, if each of the professional development activities is identified from the program, those have had its each charge. For individual activities, the school has not definitively applied it yet and also the orientation for distribution of prosperity in the form of incentive based upon merit system.

The given incentives are in the form of help for further studies for the teachers and school staff, training and development, comparative studies, taking the competency test, taking part in KKG (learning organization for teachers), following the training, joining the competition and ambassador/envoy of science, teacher performance evaluation and supervision of teaching. The amount of incentive is not really suitable for the needs. It is newly stimulus and award for mere creative activities of the teachers.

Action Plan for Management Capacity Building

Action plan for management capacity building is designed for one year with detailing the strategic plan of the school. Contents and mechanism of the action plan based on the rule of continuous professional development. Principal appoint a coordinator of Continuous Professional Development (CPD) to make a detailed plan is not only to demand the teacher but also for the benefit of schools collectively.

The Continuous Professional Development (CPD) programs to improve the quality of the school have not been in the explicit name but included in the program of each field, i.e. the field of student affairs, curriculum, facilities and infrastructures. Continuous Quality Improvement (CQI) is identified from programs to improve the quality of teachers and educational personnel through seminars, workshops, training and learning quality improvement, KKGs activities, participation in the competition and the preparation of guidelines for improving the quality of the teachers and education performed by associated official as well as professional associations.

In The Elementary School, they have not implemented explicitly the CPD program as a key policy of management innovation. However, CPD is an innovative program developed gradually. From MGMP's program, CPD is illustrated and implemented, although it is not comprehensive yet.

Partnership for Capacity Building

The CPD program was implemented through school partnership with universities and ministry of national education. Partnership is very important to ensure the availability of a resource professionals and other facilitation. The school invited a speaker from university or from ministry of education to transformed new sciences and rules and for develop the teacher capacity.

For establish partnership activities, schools cooperate with universities to create a partnership agreement. A partnership agreement is a contract between universities or more business partners that is used to establish the responsibilities, and profit and loss distribution of eachpartner, as well as other rules about the general partnership to improve and develop the teacher or management capacity.

Discussion

School Management of Organizational Capacity Development

Individual Capacity of School Quality Improvement

Capacity building through the development of individual capacities is carried out through various CPD programs designed as a learning community or LO (Learning Organization) as the place for teachers to maintain and improve their personal capacity. LO is the gathering place for self-development, cooperative collegial, and skills development. Sackney and Keith Walker (2006: 341-358) explains that novice principals must create supporting culture of learning communities and develop trust, collaboration, risk-taking, reflection, shared leadership, and data-based decision-making. Furthermore, the principal must intensely engage people in a variety of capacity building activities together to increase confidence in order to build a professional learning community.

Five domains were identified to be used in the assessment of community capacity building: 1) learning opportunities and skills development, 2) resource the assessment of community capacity building, 3) resource mobilization, 4) partnership/linkages/networking, 5) leadership.(Liberato, Brimblecombe, Ritchie, Ferguson, & Coveney, 2011).

Organizational Capacity of School Quality Improvement

At the organizational level, capacity building sees how individual capacity can strengthen and be used for the progress of organization. At the level of organizational capacity, an individual is an asset and greatest power that if it is empowered proportionally and professionally, it can produce a high degree of organizational effectiveness. The individual activity is not only facilitated but also professionally managed including the supporting capacity of leadership, availability of infrastructure devices, Learning Organization in this case as the organization's strategy, communications and international networks, prosperity, culture, and other human resources. Bryan (2011: 15) clearly revealed two components of the organizational capacity management, namely: 1) the focus of management on the leadership that provides vision and actions as integrating management systems, and 2) management as the strategic subject to identify and implement its dynamic capabilities that will affect on the improvement of organizational performance.

Overall the concept of capacity development proposed by Morrison (2000) is associated with organizational changes. It means that successful capacity development has always been associated with how strong the changes occur at the level of organization and even system. Furthermore, Morrison developed actionable learning theory as the change management process in a complex organization with five domain, i.e: vision, skills, resources, insentives, and action plan. (Morrison, 2000).

According to Hashim, (2013), successful change entails four (4) steps:

- 1) Assess needs for change.
- 2) Initiate change/make a step for change
- 3) Implement change/apply change
- 4) Monitor or evaluate the change

Before the new CPD Program develops,the previuos behaviour should be abandoned and the new one should be adopted. The core of this approach is the strong belief in fundamental change, the "liquification (unfreezing)" and the change to new behaviours. Liquification or (unfreezing) needs several forms of confrotational meetings of re-education of those in target of change. This should be done through team building in the CPD program. Changing or (moving), in practice entails measurement of success from the first step. After evaluation of the current situation, identification of alternative steps most appropriate, action is then needed to change the situation to the better. This needs

behavioural development, new moral value and attitudes by means of structural change and organization process. The main issue is to ensure that whatever is done in the organization, the organization managers do not repeat the old system at any given moment. Consolidation or (refreezing) is the last step in the 3 model change process and it becomes a point of difference with action research. Consolidation tries to create stabilization in the organization at a new level of equilibrium and ensures that the new style of work is relatively protected from any decline (regression). (Komariah, 2010)

Leadership Capacity of School Quality Improvement

Leadership capacity is the most important aspect of school improvement. In the leader who has the authentic capacity to lead can make progress and develop. Leadership capacity for eligible quality improvement applied as school management capacity building effort is to build a five-star leadership tower through the 4CS (Casing, Communicating, Competencies, Contribution, and Sample). The substance of this concept is relevant to the results of the research of George (2003), Avolio, Gardner & Walumbwa (2005) and Komariah (2012) which shows the authentic leadership for educational organizations which is built upon five pillars, i.e. purpose/vision, values, self-discipline, relationship, and heart/self awareness.

Leadership is on of the important dimension from management capacity building and Transformational Leadership is one type of leadership that is Appropriate to realize the management capacity buiding base on CPD. Shakir, Issa, & Mustafa (2011) explains, that, “distributed leadership has appeared to contribute to the school improvement. On the contrary, the control form of leadership often directs into school deterioration”. Study results shows that leadership holds a important roe and the absence of leadership can cause badly towards the organization. There are an urgent needs for school to have a leadership which can realize the school to be productive. Politis, (2004) explains, transformational leadership is an increasingly important aspect in today’s organisations in creating a corporate culture and the work environment that stimulates employees’ creativity and innovation.

Management capacity development model can be seen in the following figure 1.

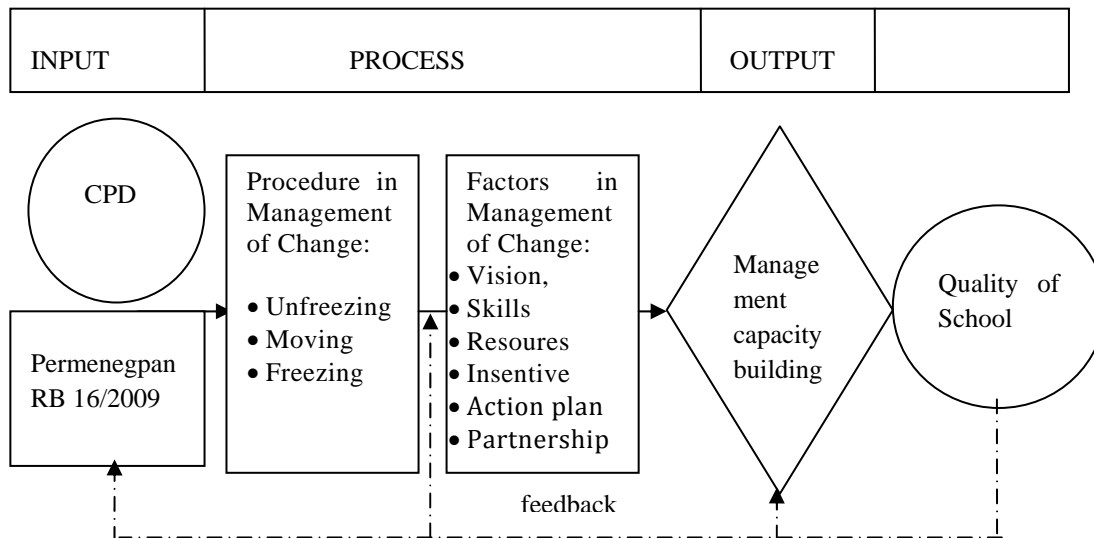


Figure 1. Management capacity development model

Conclusion

Building school capacity is done through CPD program. The main focus of CPD program management lays on five components of management capacity and four steps of change management. CPDis accommodated within five capacities of change management that are vision, skills, resoures, insentive, action plan dan partnership have increased the intensity of activities and accelerated program achievement in which enables improves school quality. Partnership is the most crucial aspect to maintain the continuity of the program that builds the capacity of school management. Meanwhile the implementation of CPD program, as an effort to build the capacity of school management that is aimed to improve the quality, is done within a framework of change management that has following

procedure: assessing needs for change, initiating change/make a step for change, implementing change/apply change, and monitoring or evaluating the change.

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