Producing a Model for Coaching The Headmasters' Managerial Competence of Vocational School

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ABSTRACT: This research was based on a preliminary study that the headmasters' managerial competence of Vocational School in Pelalawan District was low. It implicates to the low of students' achievement and teachers' productivity. The result of preliminary documentation of Educational Authorities of Pelalawan revealed that the headmasters only 40,3% who were able to arrange the school planning; 53,5% arrange the instructional program; 41,4% manage the students; 30,5% manage the school personal; 50,6% manage the public relation; 31,1% manage the school administration; 21,9% manage the school information system; and 33,7% evaluate the school program. This study was aimed at producing A Model for Coaching the Headmasters' Managerial Competence of Vocational School. This study was done because the coaching which was conducted by the authorities was not optimal. A Research and Development (R&D) approach was conducted in this study by using ADDIE model. Fifteen Headmasters of Vocational School were selected as sample and population that were used as pilot test to determine the effect of this model toward the headmasters' competency on managerial competence. The results in this study indicate that a model was successfully produced and considered valid, practical and effective. The validity was evaluated by the expert, and it showed that the model was very good. It was also practical based on the statement of repondents were very agree, it could easier to learn managerial competence and encourage them to upgrade their managerial competence. The model was effective because the Wilcoxon test got sig. 0,001 (< 0,05), it means there is different score of pretest and posttest.

Keywords: Managerial Competence, Headmasters, Vocational School, Pelalawan District


I. INTRODUCTION

This research was begun from the preliminary study through preliminary observations conducted at Vocational High School in Pelalawan District of Riau Province that the students' low achievement were caused by the low role of headmaster's leadership in the boundary of direction and purpose of school, the ability to organize school, communication skill, motivating skill or problem-solving skill; and the teachers' competence, teachers' work ethic and teachers' discipline were still low. In line with Sulan's expression (2008) the role of headmaster leadership greatly affects teachers' performance and students' achievement "...job satisfaction amongst teachers in the school is closely related to teacher effectiveness that contributes to student achievement". Babayimi (2006) also states that headmasters' managerial competency has a relationship with students' academic performance.

Furthermore, the results of initial interviews conducted by some Vocational High School teachers in Pelalawan District of Riau Province were the effect of headmaster leaders about 88% towards teachers' performance improvement. The qualified teachers' performance will have an impact on improving students' achievement. Thus the leadership of the headmaster both directly and indirectly will give effect to the improvement of learning outcomes. Cruz (2005) also found that students 'performance is related to teacher factor, parental factor, economic factor, social factor and headmaster's leadership behavior and competence. The headmaster's managerial competency as a potent factor for students' performance.

From the document study on the headmaster's performance report (2013) conducted in Pelalawan District Educational Office of Riau Province there was a weakness of the headmaster's performance in managerial duties. There 15 Heads of State Vocational Schools in Pelalawan Regency Riau only 40.3% were able to arrange school planning; 53.5% were able to manage the learning program; 41.4% were able to manage student affairs; 62.4% of facilities and infrastructure; 30.5% are able to manage private schools; 72.1% are able to manage school finances; 50.6% are able to manage school and community relationships; 31.1% are able to

manage school administration; 21.9% able to manage school information system; 33.7% were able to evaluate school programs and 42.2% were able to lead school.

Based on the results of the research submitted by the director of educational personnel in the ToT facilitator of the headmaster candidate and supervisor on February 6, 2012 shows that from the five headmaster bodies (personal competence, managerial, supervisory, social and entrepreneurial competence), the managerial and supervisory skills of the headmasters were low. The study results were personality score 0.67; managerial 0.47; supervision 0.40; social 0.64; entrepreneurship 0,55 (Agus, 2010).
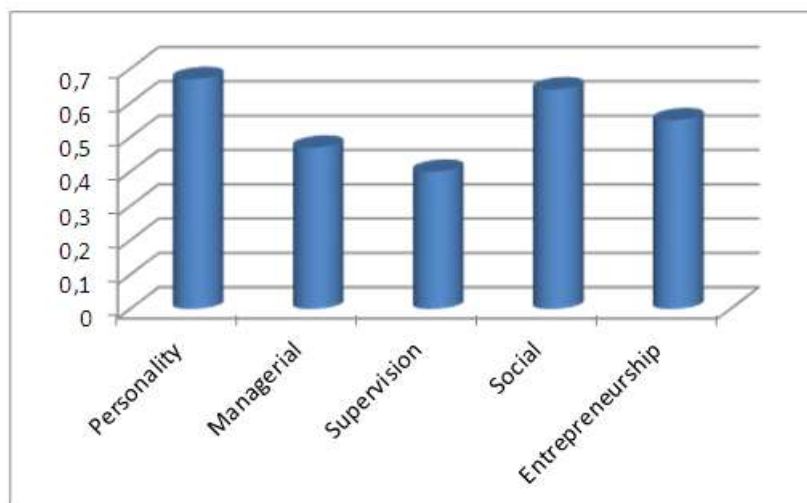
The above results were not without cause, because of managerial issues concerning many complex aspects. These aspects include 1) adequate mastery of science and technology; 2) the ability to map educational issues; 3) headmaster leadership strategy; 4) institutional maturity; 5) internal and external cooperation; and 6) other situational factors based on school characteristics and regional policy.

The task of a Headmaster concerns how the Headmaster is responsible for his school in carrying out various activities, such as managing various problems of school administration, fostering educational personnel, utilizing facilities and infrastructure as well as realizing the school as Wiyata Mandala insight. The task should be done as much as possible because the excellence and high performance of a school is determined by the ability of principals/headmasters in mobilizing the staff and stakeholder efficiently and effectively to achieve the goals of the school (Ministry of Education Malaysia, 2014; Leithwood & Sun, 2012; Hallinger, 2007).

Furthermore, according to Mulyasa (2011: 98), in the future, the headmaster must be able to act as a figure and mediator, for the development of society and the environment. Thus the work of the headmaster is gradually increased, and will always increase in accordance with the expected educational developments. So in this case, the headmaster's work is as EMASLIM-FM as follows: 1) educator (teacher); 2) manager (driver, resource mobilizer); 3) administrator; 4) supervisor (correction and evaluation); 5) leader; 6) innovator (reformers, improving education); 7) motivator (developing, spurring hope for success); 8) figure (example); and 9) mediator (problem solvers). Meanwhile Amuche et.al. (2013) positioned the level of achievement in any institution of learning lies mainly with how competent the school leadership is in the area of managing the human, material and financial resources at his disposal. The headmaster is the major actors in school administration.

Improving the quality of education should begin with the improvement of the Headmaster's professionalism. Headmaster is the highest hopes of teachers, staff, students, and parents in the effort to improve the quality of education in schools. The key to quality improvement is a commitment to change, always innovating to develop themselves and keep up with the development and demands of the profession. Therefore, the improvement of educational quality needs to be supported by optimal management by the Headmaster. According to the Ministry of Education Malaysia (2014) Ibrahim & Wahab (2012) Marzuki (1997) that the success of a school is heavily influenced and caused by the headmaster's effective leadership. Leadership is the one that moves a school forward or otherwise.

Based on the various functions and roles of the headmaster, the school headmaster in directing and utilizing all available resources greatly determines the quality of teachers' performance and will also impact on students' learning outcomes. As found by Wahab et. al. (2014) there was a significant relation between the level of transformational leadership and teachers work commitment. Leaders should always ensure their high performance leadership to have a significant relationship with staff's satisfaction and school staff's

commitment. In order to realize these responsibilities, the headmaster is an instrument in controlling the success of educational activities, improving the implementation of school administration in accordance with educational goals, and professionally manage the utilization and maintenance of educational facilities and infrastructure.

In addition, as a planner, the headmaster is responsible for the administration of the school, which requires knowledge of school management techniques, both in terms of process and operational techniques. Skills in the administrative process include understanding how to communicate, coordinate and formulate issues related to policies that come from above and be transformed into various activities at school. Based on the finding of Hamzah, et. al. (2009) a headmaster "...should make sure that the physical aspects of the school are clean, neat, safe and adequate. To fulfill these challenging tasks, a headmaster has to be excellent in administrating his school". The headmaster is targeted for achieving efficient teaching and learning in the school. Since the missionaries handed over the responsibilities of the schools, there had not been any significant successes in the mission schools (Okpilike, 2010).

The headmaster's managerial technical skills include a wide range of skills, a broad understanding of all school operations in relation to the technical demands to be mastered, including curriculum development, management, students, personal, finance, administration, facility maintenance, support services and school relationships with community. Each headmasters in leading each school has its own leadership. This leadership affects the performance of teachers that can be seen from students' learning outcomes.

Based on the explanation about the importance of the Headmaster's role to the quality of learning and guidance on the mastery of the headmaster's competence, it is necessary to continuously encourage me as the researcher to produce a Model for Coaching Headmasters' Managerial Competence of Vocational School. The development of the model in this research is important because the headmasters' coaching conducted by related agencies were not optimal. The result of the coaching is felt directly by me, because I am one of the headmaster of vocational school in Pelalawan District.

The development of this model is important because the coaching of the Vocational School headmaster that had been done by using the training book from the Educational Office of Pelalawan District was not able to achieve what the target of coaching (Observation Results and Interview with some of the Vocational School headmasters, 03 December 2013). Coaching had been done only related to two sub-managerial competence were managing the learning program and managing the infrastructure, while in the managerial competence there are sixteen sub competency. Moreover, the latest research results in Nigeria conducted by Amuche et.al. (2013) mentioned most ECWA Secondary School principals were not professionally competent in school administration and planning. Also, principals' managerial competence had a negative relationship (-0.02) with students performance in ECWA secondary schools.

Headmaster competency development is important because according to Segiovannni (1987) school principal is the most important and influential in any schools. He sets the tone of the school, the climate of learning, the level of professionalism and morale of teachers and the degree of concern for what students may or may not become. Segiovanni (1987) also states the leadership of the headmaster as the key to success if a school is vibrant, innovative, child-centered place; if it has a reputation for excellence in teaching; if students are performing to the best of the ability. Fullan (2000) also reveals "...almost every single study of school efffectiveness has shown both primary and secondary leadership to be key factors". Udoh (2000) mentions that the level of achievement in any institution of learning lies mainly with how competent the school leadership is in the area of managing the human, material and financial resources at his disposal.

The importance of enhancing the managerial competence of School Headmaster in line with the phrase of Ministry of Higher Education of Malaysia (2007) monitoring the management level at the schools level is imposed that the headmasters should be given training in management. This course has to expose new development in the management fields to all headmasters so that they will be able to give more effective leadership. According to the results of the study Ali et al. (2014) and Ibrahim & Wahab (2012) headmasters "...are often seen as a determinant towards the sustainability of a school". Therefore a school's academic success is very dependent on school leader. Other research results also suggest that school leaders had links with academic success either directly or indirectly (Leithwood & Mascall, 2008; Hallinger, 2007; Mortimore, 1995; Purkey & Smith, 1983).

II.   RESEARCH DESIGN

According to the issues raised in this study, the location of this study is in hotel hall Dikaraya Pangkalan Kerinci, Hall State Vocational School 1 Pangkalan Kuras, Hall State Vocational School 1 Bandar Seikijang, and Hall State Vocational School 1 Pangkalan Kerinci. Sources of data in this study were State Vocational School Headmaster 1 Pangkalan Kerinci, State Vocational School Headmaster 1 Bandar Sei Kijang, State Vocational School Headmaster Lesung, State Vocational School Headmaster 1 Kerumutan, State Vocational School Headmaster 1 Ukui, Vocational School Headmaster C9, State Vocational School Headmaster 1 Bunut, State Vocational School Headmaster 1 Kuala Kampar, State Vocational School Headmaster 1

Pangkalan Kuras, Vocational School Headmaster Putra Mandiri, Vocational School Headmaster Mambaul Ma'arif, Vocational School Headmaster Bidadari, Vocational School Headmaster Nasional, Vocational School Headmaster Muhammadiyah Ukui, Vocational School Headmaster YPHM Pkl. Kerinci.

This research is Research and Development. According to Borg & Gall (1989: 782) R & D is "a process used to develop and validate educational products". According to Plomp (2000: 5) research and development is "a problem oriented, interdisciplinary research methodology, aimed at reducing uncertainty of design decisions; generating concrete recommendations for quality improvement; testing design principles; and stimulating professional development". Development Research can be done on the curriculum; information and communication technology; learning; teacher education; and distance education. According to Plomp (2007) Development Research or Design Research is "the systematic study of designing, developing, and evaluating educational interventions as solutions for complex problems in educational practice, which also aims at advancing our knowledge about the characteristics of these interventions and the processes of designing and developing them".

Research and development methods have been widely used in the fields of natural science and engineering. Almost all technology products, such as electronic appliances, motor vehicles, aircraft, ships, weapons, drugs, medical devices, high rise buildings and modern household appliances were produced and developed through research and development. Nevertheless Sugiyono (2012: 408) argues that "research and development methods can also be used in the fields of social sciences such as psychology, sociology, education, management, and others".

Research and development in this research is to produce a Model for Coaching Headmasters' Managerial Competence of Vocational School. The development model used was the ADDIE development model.

In development research required a model. The model presents something or complex information into something simpler or easier. With the model, one will better understand something than through long explanations. A model in development research is presented in the development procedure section, which usually follows a development model embraced by the researcher. The model can also provide a framework for the development of theory and research. By following a certain model adopted by the researcher, it will be obtained a number of input in order to make improvements to the resulting product, whether in the form of teaching materials, media, or other products. The model of development in this study refers to the concept of ADDIE model (Analysis, Design, Development, Implementation and Evaluation) (Dick, Carey & Carey 2001: 4). The ADDIE model is used to describe a systematic approach. All elements of the model are linked to each other from analysis, design, development, implementation and assessment. Here is the implementation stage of model development in this research based on ADDIE model.

a. Analysis

At this stage, we do Need Analysis. In the Need Analysis we and respondents analyze the needs by assessing the 16 headmasters' managerial competencies of Vocational School in Pelalawan. Then after looking at the 16 headmasters' managerial competencies, what competencies were still low and need coaching. Then we make a goal; coaching material; coaching techniques; evaluation technique of coaching result; and follow-up coaching expected in accordance with the competencies required or still considered low.

b. Design

In this phase, we create a skeleton of building concept "a Model for Coaching Headmasters' Managerial Competence of Vocational School". The design was made in accordance with the results of needs analysis conducted on the research sample. The description of this design describes the procedural technically being implemented.

c. Development

At this stage, we do the development model based on the design that has been prepared. Then the model is given to the validator to be validated.

d. Implementation

At this stage, the validated model is applied in the process of coaching headmasters' managerial competence of vocational school with the aim to know the practicality and effectiveness of its application. The implementation of this model development uses quasi-experimental design using pretest and posttest to determine the average gain score of the learning outcomes by using this model. Here is an arrangement of models in this study.

1) Syntax

The syntax of learning in this model consists of eight main elements: 1) socialization; 2) learning; and 3) presentation with MKKS assistance.
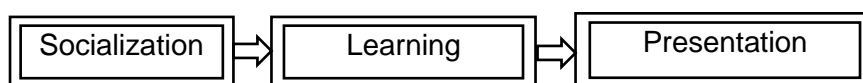

Figure 1. Sintax of a Model for Coaching Headmasters' Managerial Competence of Vocational School in Pelalawan District

Table 1. The Activities in Syntax of a Model for Coaching Headmasters' Managerial Competence of Vocational School

No	Activity	Facilitator	Learners
1	Socialization	a. Introduction b. Explaining the goal of Instruction c. Pretest d. Giving Module and CD of Instruction	Receiving the explanation, Module, CD and doing the Pretest
2	Learning	Giving the chance to the learners to learn	a. Understanding the material in Module and CD of Instruction. b. Gathering on MKKS to discuss the problems appeared on the module in 4 meetings.
3	Presentation	Giving the chance to the learners to present and answer the posttest	a. Gathering in class which coordinated by the supervisor. b. Presenting the finding of discussion and solution for the problems appeared on the module. c. Posttest.

2) Social System

The facilitators in this model were Muhammad Syukri, the Coordinator of Supervisor and Head of Educational Office Pelalawan District. Students in this model were State Vocational School Headmaster 1 Pangkalan Kerinci, State Vocational School Headmaster 1 Bandar Sei Kijang, State Vocational School Headmaster Lesung (best category), State Vocational School Headmaster 1 Kerumutan, State Vocational School Headmaster 1 Ukui, Vocational School Headmaster C9 (medium category), State Vocational School Headmaster 1 Bunut, State Vocational School Headmaster 1 Kuala Kampar, State Vocational School Headmaster 1 Pangkalan Kuras, Vocational School Headmaster Putra Mandiri, Vocational School Headmaster Mambaul Ma'arif, Vocational School Headmaster Bidadari, Vocational School Headmaster Nasional, Vocational School Headmaster Muhammadiyah Ukui, Vocational School Headmaster YPHM Pkl. Kerinci (low category) of Pelalawan District.

The role of the facilitator in this model was to guide the learners to make school planning; develop the school organization as needed; managing school change and development towards effective learner organizations; managing school facilities and infrastructure; managing school relationships with the community and funding schools; managing students, especially in the context of admission of new students, students' placement, and capacity building of students; managing curriculum development; managing school administration; managing school-specific service units; apply entrepreneurial principles; create a conducive culture and work climate for learning; managing school information systems to support the programming and decision-making; utilizing advances in information technology; managing production/service activities to support the school financing sources and as a learning resource for students; and supervise the implementation of school activities.

Furthermore, the facilitator controls the learners' understanding as often as possible by providing questions appropriate to the material being taught. Then the facilitator asks all learners to discuss in groups related to the given material; calling learners randomly to answer or solve the problem and last give the final test. After completion of the final test, then the facilitator performs follow-up accompanied by MKKS.

3) The Principle of Reaction

The principle of reaction occurs in the second and third phases. When learners learn and present about all competencies, the facilitator always facilitates to direct them. The level of learners' ability on all competencies that are expected to always be observed by the facilitator.

4) Support System

Support systems in this model are classroom, whiteboard, In-focus, and laptops.

5) Instructional Impact and Herds Impact

The instructional impact to be achieved in this model was that learners are able to develop the school organization as needed; managing educators and educational personnel; managing school relationships with the community; managing students, especially in the context of admission of new students, students' placement, and capacity building of students; managing curriculum development; creating a conducive school culture and climate for students; managing school's information systems to support the programming and decision-making; and supervise the implementation of school activities.

The impact of herds in this model was that learners are able to teach other learners who do not attend the training. Then, some learners can be a tutor coaching managerial competence through this model.

e. Evaluation

At this stage we evaluate the model. Evaluation is done at every step, in order to see the suitability between analysis with designing, designing with development and development with implementation. Evaluation is done to tell what happen and what was happened.

Evaluation of the process is done to see the suitability of model implementation with the model plan made at the design stage. Then, evaluation of learning outcomes done at posttest stage. Posttest evaluation is done at the final stage of learning to know the average score of achievement (gain score). Evaluation on this model is done to determine the effectiveness of the model and the extent to which the principal's ability before and after learning using this model is implemented.

In this research the research instruments used in data collection were observation, questionnaire, test, and documentation. Observation instrument in this research is observation sheet in the form of systematic observation, test and questionnaire. The questionnaire instruments in this study were in closed form and multilevel scale (Likert scale). Likert scale is used to compare the effectiveness of the development of coaching model of headmasters' managerial competence from before the development of coaching model of headmasters' managerial competence. Questionnaires are used to see the effectiveness of the model. Furthermore, documentation instrument in this research is check list. Documentation used to view data from pretest and posttest result of headmasters' managerial competence.

The test of the instrument was performed on 15 headmaster, State Vocational School Headmaster 1 Bandar Sei Kijang, State Vocational School Headmaster Lesung (best category), State Vocational School Headmaster 1 Kerumutan, State Vocational School Headmaster 1 Ukui, Vocational School Headmaster C9 (medium category), State Vocational School Headmaster 1 Bunut, State Vocational School Headmaster 1 Kuala Kampar, State Vocational School Headmaster 1 Pangkalan Kuras, Vocational School Headmaster Putra Mandiri, Vocational School Headmaster Mambaul Ma'arif, Vocational School Headmaster Bidadari, Vocational School Headmaster Nasional, Vocational School Headmaster Muhammadiyah Ukui, Vocational School Headmaster YPHM Pkl. Kerinci (low category) of Pelalawan District. Instrument validity test is done with the help of expert Prof. Dr. Sufyarma Marsidin, M.Pd; Prof. Dr. Kasman Rukun, M.Pd; Dr. Jasrial, M.Pd., Dr. Darmansyah, S.T., M.Pd; Dr. Muhammad Kristiawan, M.Pd; and Dr. Laspida Harti, M.Pd. to see the construct and suitability of the instrument with the purpose of research.

Data analysis technique used in this research is data analysis following the concept given by Miles and Huberman. According to Miles and Huberman's analysis, the selection of the analytical design for the study is based on three main components. The three main components include "data reduction, presentation of data (data display), and conclusions (verification)" (Miles and Huberman, 1992).

The research process begins with data collection. Data collection is a process of searching data conducted by observation, and documentation. Furthermore, after the data were collected, continued process is the data reduction. Data reduction is a process of selection, focusing, simplification and abstraction of data in the fields note. The data reduction process continues throughout the study. After the data were sorted, then the data were presented in the form of a logical and systematic narrative phrase referring to the formulation problem. The last stage is the conclusion or verification the data. Activities in the final stage are to draw conclusions on certain patterns or configurations. The results of the conclusion need to be re-verified in order to develop the accuracy of the research results.

Then we also analyzed the results of questionnaires filling the implementation model of headmasters' managerial competence of Vocational School and Private in Pelalawan District which processed statistically with tabulation technique by determining total score, average score, ideal score and percentage of respondents' achievement level.

Total Score = $\frac{\text{Average Score}}{\text{Ideal Score}}$ x 100%

With criteria as in the following table (Arikunto, 2010: 54) and Sugiyono (2012: 257):

Table 2. The Criteria of Assessing Questionnaire

No	Scale	Criteria
1	81-100%	Very Good
2	61-80%	Good
3	41-60%	Medium
4	21-40%	Less
5	0-20%	Very Less

The data of learning result using a Model for Coaching Headmasters' Managerial Competence of Vocational School in Pelalawan District in the form of pretest and posttest score will be analyzed by using normality test of Shapiro Wilk, but if not normal then test non parametric Wilcoxon.

III. RESULTS

Based on the research conducted, the following is a description of the results of the development that has been done.

a. Analysis

In the requirement analysis phase, we together with the respondent conduct assessment and Need Analysis of 16 headmasters' managerial competence of vocational school by using questioner. From the data found the respondents have been able to arrange the school plan because the average achievement was 95.79.

Then, we together with the respondents assessed the ability of respondents in developing the school organization as needed. Based on the results of the questionnaire, it can be concluded that the ability of respondents were very low because the average score of their achievement was 60.71. Furthermore, we together with the respondents assessed the ability of respondents in leading schools in order to optimize the utilization of school resources. From the data obtained, it can be concluded that the ability of respondents have been very good because the average score of their achievement is 91.07.

Next, we together with the respondents assessed the ability of respondents in managing change and development of school toward effective learners' organization. From the results, it can be concluded that the ability of respondents have been very good because the score was 86.22. Then, we together with the respondents assessed the ability of respondents in creating a conducive and innovative school's culture and climate for the learning. Based on the results of the assessment, it can be concluded that the ability of respondents good but there needs to be coaching because the average score of achievement was 64.50.

Furthermore, we together with the respondents assessed the ability of respondents in managing teachers and staff in order to optimize the utilization of human resources. Based on the data obtained, it can be concluded that the ability was good, but there needs coaching because the average score of their achievement was 70.89.

Next, we together with the respondents assessed the ability of respondents in managing school facilities and infrastructure in order to optimally utilize. Based on the findings, it can be concluded that the ability of respondents has been very good because the average score was 93.08. Then we together with respondents conducted assessment of respondents related to managing school and community relationships in order to find support for ideas, learning resources, and school financing. From the assessment, it can be concluded that the ability of the respondents was good, but there needs coaching because the average achievement was 64.56.

Furthermore, we together with the respondents assessed the ability of respondents in managing learners in order to receive new learners, and placement of learners and capacity building of learners. Based on the results of the assessment, it can be concluded that the ability of respondents good, but need coaching because the average score of achievement 65.05.

Then we together with respondents assess the respondents related to the development of curriculum and learning activities in accordance with the direction and goals of national education. From the assessment, it can be concluded that the ability of respondents good, but it needs coaching because the average achievement was 69.90. Furthermore, we together with the respondents assessed the ability of respondents in managing school finances in accordance with accountable, transparent and efficiency management principles. Based on the data obtained, it can be concluded that the ability was very good because the average score of their achievement was 93.97.

Next, we together with the respondents assess the ability of respondents in managing school administration in achieving school goals. From the findings, it can be concluded that the ability of respondents have been very good because the average score was 83.42.

Furthermore, we together with the respondents assessed the ability of respondents in managing school-specific service units to support the learning activities in schools. Based on the findings, it can be concluded that the ability of respondents has been very good because the average score was 83.93.

Then, we together with respondents assessed the respondents related to managing school information systems to support the programming and decision-making. From the assessment, it can be concluded that the ability of respondents was good, but needs coaching because the average achievement was 63.39.

Next, we together with the respondents assessed the ability of respondents in utilizing information technology progress for improvement of learning and school management. From the findings, it can be concluded that the ability of respondents has been very good because the average score was 87.50.

Finally, we together with the respondents conducted the assessment of respondents related to monitoring, evaluation, and reporting the implementation of school program activities appropriate procedures, and plan the follow-up. From the assessment, it can be concluded that the ability of the respondents good, but there needs coaching because the average achievement was 73.81. From the explanation above, it can be found that there were 8 headmasters' managerial competencies of Vocational Schools in Pelalawan District Riau Province was still low and need coaching. The following we present table 8 (eight) managerial competence of the respondents who were low.

Table 3. 8 (Eight) Low Managerial Competence of the Respondents

No	Repondents' Low	Average Score
1	Developing school organizations as needed	60,71
2	Creating a conducive and innovative school culture and atmosphere for learners' learning	64,50
3	Managing teachers and staff in order to optimally utilize human resources	70,89
4	Managing school and community relationships in order to find support for school ideas, learning resources and funding	64,56
5	Managing learners in order to receive new learners, and placement of learners and capacity building of learners	65,05
6	Managing curriculum development and learning activities in accordance with national education goals and objectives	69,90
7	Manage school information systems to support the programming and decision making	63,39
8	Monitoring, evaluating, and reporting school program implementation with appropriate procedures, and planning for follow up.	73,81

b. Design

At the design stage, we made a concept framework of model that is in the form of module and CD. The design was made in accordance with the assessment results and needs analysis conducted on the research sample. The design explains the flow of the work system. The picture in this design is stratified, the topmost level is socialization and at the lowest level is presentation. The description of this design describes the procedure technically implemented in this model.
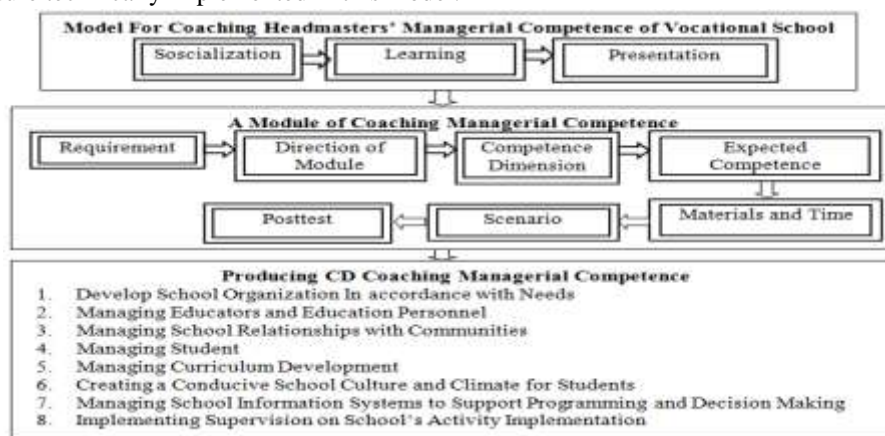

Figure 2. Desain Model for Coaching Headmasters' Managerial Competence

c. Development

At this stage, we do the development model based on the design that has been prepared. The model is then assigned to the validator for validation. This model is developed in accordance with the stages specified in the design. First, at the stage of socialization developed preliminary activities, convey the purpose of coaching, pretest and divide the module and CD to learners; Secondly, during the learning phase, students learn the material through modules and CD, learners gather in the MKKS to discuss the problems found in the module for 4 meetings; at the third stage of the presentation, the participants developed the activities in the study room, coordinated by the supervisor, the students presented the results of the discussion or the solution of the problems found in the module, and the learner answered the posttest.

Furthermore, we develop learning materials in the module in accordance with the desired by the respondents. First, the material Developing School Organizations Based the Needs developed with the subject 1) understanding and concept of school organization; 2) the benefits and forms of school organization; 3) the authority and responsibility of the school organization; 4) the role of school organization; and 5) strategies to develop the school organization as needed by the headmaster. Second, the Managing Educators and Teaching Staff materials are developed with the following subjects 1) human resource planning; 2) job analysis; 3) labor recruitment; 4) orientation, placement of education personnel and teacher professional development; 5) performance appraisal; and 6) compensation and dismissal of labor.

Third, the material of Managing School Relations with the Community is developed with the subject 1) the basic concepts of school and community relationships; 2) elements and techniques of school and community relations; 3) the purpose and benefits of school and community relationships; and 4) methods in fostering school and community relationships. Fourth, the material Managing Student is developed with the subject 1) admission of new students; 2) recruitment of learners; 3) placement of learners; and 4) the development of learners. Fifth, the material Managing Curriculum Development developed with subject 1) curriculum component; 2) curriculum development; 3) curriculum evaluation; 4) curriculum renewal procedures; and 5) new elements in the curriculum. Sixth, the material Creating a Cultural and Climate School Creative for Students is developed with the subject 1) creating a school culture; and 2) creating a school climate.

Seventh, the material of Managing School Information System to Support Programming and Decision Making is developed with the subject 1) the headmaster's understanding; 2) school information system; 3) the headmaster's competence in managing school information system programs to support programming and decision-making; 4) the information system of new student acceptance; 5) adoption policy of new learners; 6) acceptance system of learners; 7) new student acceptance criteria; and 8) new online admissions system. Finally, the material Implementing Supervision on the Implementation of School Activities was developed with the subject 1) establishing a monitoring program; 2) making evaluation program; 3) monitoring and evaluation steps; 4) conducting the monitoring and evaluation activities; 5) making the report; and 6) conducting follow-up activities.

The model is further validated by experts in the field of educational management, instruction and language were Prof. Dr. Kasman Rukun, M.Pd., Prof. Dr. Sufyarma Marsidin, M.Pd., Dr. Muhammad Kristiawan, M.Pd., Dr. Jasrial, M.Pd., Dr. Darmansyah, S.T., M.Pd., and Dr. Laspida Harti, M.Pd. The result of validation is then analyzed using Cronbach Alpha technique with the criteria analysis test if the correlation coefficient (r_{alpha}) is bigger and equal to r_{table} score at significance level ($\alpha = 0,05$), then instrument is valid and vice versa. The following describes the results of the validator's assessment of the model.

The final conclusion of validation is according to the validator a model for coaching headmasters' managerial competence of vocational school can be used without revision. The validation results were further tested in a limited and refined focus group discussion held on September 8, 2016. Based on the results of the FGD, this model was declared very good and feasible to use.

d. Implementation

At this stage, we, supervisors, and the education authorities tested the effectiveness and practicality of the model conducted by the respondent incorporated in the MKKS. Models that have been validated and tested in the FGD were then implemented experimentally on 15 respondents. Here we describe the schedule of activities of coaching headmasters' managerial competence of vocational school.

Developing a Model For Coaching Headmaster's Managerial Competence of Vocational School in Pelalawan District 2016

Fiirst Phase : Socialization
Day/Date : Friday / 23 September 2016
Place : Auditorium Hotel Dikaraya Pangkalan Kerinci
Time : 08.00
Agenda : Socialization facilitated by Head of Educational Office and Coordinator of Supervisor
: Submission of Coaching Goal facilitated by Head of Educational Office and Coordinator of Supervisor
: Pretest facilitated by Muhammad Syukri
Second Phase : Discussion in MKKS in 2 (two) meetings:
1. First Meeting
Day/Date : Tuesday, 04 October 2016
Place : Auditorium State Vocational School 1 Pangkalan Kuras
Time : 10.00
Facilitator : Supervisor and Muhammad Syukri
Agenda : Discussion Modul 1 until 4:
(Creating School Culture and Climate; School Relations and Community Management; Managing Curriculum Development and Learning Activities; and Students' Admission, Placement and Development)
2. Second Meeting
Day/Date : Thursday, 19 October 2016
Place : Auditorium State Vocational School 1 Bandar Seikijang
Time : 09.00
Faciitator : Supervisor and Muhammad Syukri
Agenda : Discussion Modul 5 until 8:
(Headmaster's Leadership on Using School Resources Optimally; Managing School Information Systems to Support Programming and Decision-Making; Monitoring, Evaluation and Reporting of School Activity Program appropriate with Procedures and Planning for Follow-Up; and Strategies to Develop School Organizations)
Third Phase : Presentation and Posttest
Day/Date : Wednesday, 02 November 2016
Place : Auditorium State Vocational School 1 Pangkalan Kerinci
Time : 09.00
Faciitator : Supervisor and Muhammad Syukri
Agenda : Presentation and Posttest

Figure 3. The Implementation of the Model

Based on the implementation, the achievement of respondents as below.

Table 4. The Achievement of Pretest dan Posttest

No	Initial	Affiliation	Score	
			Pretest	Posttest
1	Nu	SMKN 1 Pangkalan Kerinci	29	45
2	Na	SMKN 1 Bandar Sei Kijang	25	45
3	ND	SMKN 1 Ukui	30	40
4	AK	SMKN 1 Bunut	15	30
5	JMF	SMK Lesung	25	45
6	Su	SMKN 1 Kerumutan	30	40
7	MRL	SMKN 1 Kuala Kampar	25	40
8	RS	SMKN 1 Pangkalan Kuras	20	40
9	Sa	SMKS Putra Mandiri	30	33
10	KD	SMK Mambaul Ma'arif	10	30
11	LSG	SMK Bidadari	11	30
12	Ef	SMK Nasional	25	35
13	SNF	SMK Muhammadiyah Ukui	9	31
14	FL	SMK C9	15	34
15	DN	SMK YPHM Pkl. Kerinci	16	40

Tabel 5. Average Pretest

No	Initial	Average Pretest
1	Nu	
2	Na	
3	ND	
4	AK	
5	JMF	
6	Su	
7	MRL	
8	RS	21
9	Sa	
10	KD	
11	LSG	
12	Ef	
13	SNF	
14	FL	
15	DN	

Table 6. Average Posttest

No	Initial	Average Posttest
1	Nu	
2	Na	
3	ND	
4	AK	
5	JMF	
6	Su	
7	MRL	
8	RS	37,2
9	Sa	
10	KD	
11	LSG	
12	Ef	
13	SNF	
14	FL	
15	DN	

The mean score was then tested for its effectiveness statistically using SPSS. Normality test result using Shapiro Wilk (because sample <50) obtained sig 0,055 for pretest data and 0,040 for posttest. This means that posttest data were not normal because the test score of normality <0.05, so the statistical test should use non parametric test Wilcoxon. Wilcoxon test results obtained sig. 0.001 (<0.05) means that there are differences in pretest and posttest score. These results indicate that the model for coaching headmasters' managerial competence of vocational school was effective. Furthermore, in the implementation, we also distributed questionnaires about the practicality of this model. From the results of practical questionnaires can be concluded that this model was practical. The results of the questionnaire of the practicality presented in the following table.

Table 7. The Results of Practicality

No	Goal	Strongly Agree		Agree	
		f	%	f	%
1	Make it easy to understand the headmasters' managerial competence	9	60,0	6	40,0
2	Generating motivation in understanding the principal's managerial competence	11	73,3	4	26,7
3	Material In accordance with the needs of Headmasters' Vocational School	7	46,7	8	53,3
4	The techniques offered are easier to understand	4	26,7	11	73,3
5	The coaching is interesting to follow	9	60,0	6	40,0
6	Reducing fear in understanding the headmasters' managerial competence	9	60,0	6	40,0

e. Evaluation

At this stage we evaluate at each stages to see the suitability between analysis and design, between design and development, and between development and implementation. In the implementation phase, we conducted an evaluation by using the effectiveness test by looking at the level of respondents' achievement of pretest and posttest, and test of practicality by looking at the responses of respondents to the model.

The evaluation was conducted by me along with the supervisory coordinator and Head Educational Office of Pelalawan District. Based on the results of the overall evaluation conducted, it can be concluded that this model was effective and practical. The interesting thing about the evaluation is that the Head of Educational Office and Supervisory Coordinator appealed to this model be socialized also to the headmaster at elementary, secondary, and high schools.

IV. DISCUSSION

The findings revealed that the results of the development of Headmaster's Managerial Competence Model are valid, practical and effective. This is a proof of the need to present the Model for Coaching Headmasters' Managerial Competence of Vocational School which help respondents improve managerial competence. The findings support the theories of Daniel Katz and Robert Kahn state that headmasters who have managerial competence should have a role 1) Technical, involving good planning, organizing, coordinating, supervising, and controlling techniques; 2) Human, dealing with human relations and people skills, good motivating and moral building skills; and 3) Conceptual, emphasizing knowledge and technical skills related to the service (or product) of the organization (Lunenburg, 2000: 333). The model created by me has an outcome for the Vocational School Headmaster to have technical skills, human relationship skills and conceptual skills. In essence managerial skills are required to carry out managerial duties effectively.

The implementation of the headmaster's managerial functions is divided into three skills: technical skills, human relations skills and conceptual skills in practice can be seen in the headmaster's managerial competence (Permendiknas No. 13 of 2007). Headmaster's competence is basic knowledge, skills and values reflected in consistent thinking and acting habits that enable to be competent in making decisions about the provision, utilization and enhancement of potential resources to improve the quality of education in schools.

Headmaster who have difficulty in mastering managerial competence should always want to change and think ahead. The expected orientation is the headmaster's sensitivity begins from himself that is willing to learn to improve his competence, one of them studying the model in this research.

Being a successful leader in the organization requires cooperation with all parties, both internal and external. Such conditions must be understood as a challenge. The headmaster in developing the mastery of managerial competence can start from himself. He must be willing to develop by always following the development of regulations, policies, and other conditions that come from internal and external organizations. Headmasters who are not sensitive to developments that occur will have difficulty, because the current managerial policy is growing very fast along with the development of information and communication systems. Ideally a leader knows and understands better than his subordinates so that he can be used as a reference for his subordinates especially teachers.

Managerial competence involves everything other than learning, from administrations, coaching up to supervision. Further, synergy with all parties to advance the school can be done as early as possible and is proactive not only waiting for help but seeking synergistic support on an ongoing basis.

The findings of this study are supported by the results of Junaedi (2004) which revealed that the headmaster's effort in improving the quality of learning is the actualization of his role as administrator, supervisor and leader. Leadership is the most important factor affecting the quality of learning. Strengthening the school headmaster in team development needs to be enhanced by enabling teacher working in groups in each school; and empowerment of learning needs to be improved by the headmaster with the emphasis on strengthening the headmaster's function as administrator.

Then, the findings of Musadirdja (2002) also support this study because the results of his research indicate that the performance of headmaster as educator, manager, administrator, and educational supervisor influence the quality of education at State High School in Bandung. Further, research Akil (2002) also supports this research because the findings concluded that the influence of headmaster's leadership against students' achievement is significant. This is evidenced by the students' achievement increased and the rise of school rank at the level of Indramayu District. Subsequently, Hoque (2007) from Bangladesh also revealed that some of the factors of headmaster's managerial roles variables under school-based management on school improvement and teachers professional growth. Headmaster's strategic planning (β = .333, p =.004), supportive (β = .368, p =.009) and comprehensive planning (β = .184, p = .040) roles have the greater impact on school improvement. According to Yuliani and Kristiawan (2017) headmasters have an important role in fostering administrative personnel by giving attention, coaching and training in order to improve the insight of administrative staff.

Competence is a fundamental characteristic of an individual because it is associated with the criteria of effective performance (Spence, 1993). Based on these definitions, competence is a characteristic of a person that causes the effectiveness and performance of a person in achieving organizational outcomes. These competencies include knowledge, abilities, motivation, skills, initiative, and self-control. While the headmaster is a teacher who gets additional duty as headmaster (Sudarman, 2002).

Managerial competence must take precedence over other competencies. Therefore, this managerial competence is very strategic, significant, and crucial in the management of an educational institution. A manager is someone who has responsibility in an organization in achieving its intended purpose. Managers must be able to manage such as to control, organize, run, and take care the educational institutions.

Managerial ability is the ability to organize, coordinate and move the subordinates to the charcoal of the achievement of organizational-determined goals. Managerial ability does not just come out. This ability is born from a long process that occurs slowly through the process of observation and learning.

The managerial skills necessary to perform the task effectively and must be possessed by headmaster are conceptual skills: general analytical skills, thinking, reasoning, intelligence in shaping concepts, creativity in developing ideas, problem solving, the ability to analyze events and perceived trends, anticipate changes and see potential opportunities and problems.

Furthermore, human relations skills are skills to cooperate, motivate and direct. Human relationships are skills to understand the feelings of others, the ability to communicate clearly and effectively, and the ability to make effective and cooperative relationships (Yukl, 1994). Finally, the technical skill is to carry out a particular job. Technical skill is the ability to use the tools of procedure, and the technique of a particular field (Kristiawan, et. al. 2017). Technical skills are related to teaching and learning process and administration (Pidarta, 2004). The results of Aprilana, Kristiawan and Hafulyon (2016) also revealed that the headmaster of MI REY is considered good because he care to the developing the participative ability of teachers and students. He tried to fulfill the facilities of learning. He did so because it has implemented 1) technical skills; 2) human skills; and 3) conceptual skills.

V. CONCLUSION

The result of need analysis, there were 8 (eight) low headmasters' managerial competencies of Vocational School in Pelalawan District, Riau Province which and need coaching. The low competencies include 1) developing the school organization based needs; 2) creating a conducive and innovative school culture and climate for the learning; 3) managing teachers and staff in order to optimally utilize human resources; 4) managing school and community relationships in order to seek support for school ideas, learning resources, and finance; 5) managing learners in order to receive new learners, and placement of learners and capacity building of learners; 6) managing curriculum development and learning activities in accordance with the direction and objectives of national education; 7) managing school information systems to support programming and decision making; and 8) monitoring, evaluating and reporting the implementation of school activities appropriate with procedures, and planning for follow-up.

The development of a model for coaching headmasters' managerial competence of Vocational School has been successfully developed and validated by experts with validation score of coaching purposes was 88.00 (very good), rational in model was 88.67 (excellent), teaching content in model was 84.00 (excellent), material characteristics in model was 87.33 (very good), suitability of language in model was 79.33 (good), physical form in model was 85.56 (very good). Then, the results of the development of this model was considered

practical. The statement is seen from the frequency of respondents that strongly agree that this model facilitate and generate their motivation in improving their managerial competence.

Furthermore, this model is also declared effective because Wilcoxon test results obtained sig. 0.001 (<0.05) means that there are differences in pretest and posttest score. These results indicate that a Model for Coaching Headmasters' Managerial Competence of Vocational School in Pelalawan District was effective.

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