



## Development Of Managerial Competence Of Primary School Principals Lubuk Basung District Agam District

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### Abstract

*This study aims to design and develop manuals and managerial competence training modules for elementary school principals in Lubuk Basung District, Agam Regency which can be used by school supervisors to provide training to school principals and assist school principals in improving their managerial competence. The school principal is an important factor that encourages the realization of the school's vision and mission. Therefore, as a leader, the principal must master all managerial competencies in accordance with the Regulation of the Minister of National Education Number 13 of 2007.*

*This manual and training module were designed and developed using the R&D (Research and Development) method using the ADDIE model with 5 stages namely Analysis, Design, Development, Implementation and Evaluation.*

*In order to obtain the feasibility and validity of the guidebooks and training modules developed, validation tests, practicality tests and effectiveness tests were carried out. The validity of the manual and training modules were validated by 3 expert validators, namely material experts, media experts, and language experts, obtaining a rating percentage of 92.8% with a very valid category. The practicality test was carried out in Cluster II, Lubuk Basung District, Agam Regency through DMKS training, obtaining an assessment percentage of 93.9% in the very practical category. Then test the effectiveness using pretest and posttest questions with an average N-Gain of 0.71 in the high category.*

*It can be concluded that the manuals and training modules developed are suitable for use as training materials and learning materials in improving managerial competence for school principals.*





**Keywords: Development of Manuals and Training Modules, Managerial Competencies**

## 1. INTRODUCTION

This research was motivated by the principal's lack of understanding and knowledge about managerial competencies as must be possessed by every principal. From the results of the interviews conducted, this happened because the principal did not receive training on this managerial competency. School principals need training on managerial competencies which so far not all principals have the opportunity to attend training. Due to the lack of training, there are often errors and obstacles found in schools, such as in the management of infrastructure, the preparation of RKAS, the management of school-based management, curriculum preparation, and others. Based on these problems, it is necessary to develop the managerial competence of the principal which the author designed into a guidebook and training module.

According to Trim (2018), a manual or manual contains a set of information that becomes a reference or in the form of instructions for doing something. This book is compiled and published if indeed a field or job requires explanations to do something. Mulyasa (2006: 96) stated that teaching materials are one part of teaching resources that can be interpreted as something that contains learning messages, both special and general that can be used for learning purposes.

Management is the ability or skill of individuals in controlling something in an effort to achieve goals through the activities of others. Management in the field of education is an effort to manage all institutional needs in the field of education where parts of the system and subsystems are interrelated and influence each other, which is manifested in a set of activities or work procurement processes through the use of all available resources effectively, productively, and efficiently. resources to provide support for the achievement of Education goals (Pananrangi, 2017)

The principal as a unit leader must master managerial competencies to manage and develop school human resources, so that the education process in schools can be carried out properly, and achieve its goals. To realize this, school principals and teaching staff must play an active and adequate role, competent, and have good work effectiveness, so that the teaching process can be carried out properly and in line with educational goals.

According to Marshall (in Sudarmanto 2009: 46), competence is the basic ability of a person who has superior performance at certain jobs, roles or conditions





Managerial competence is the skill of a person in managing organizational resources based on competencies that have been arranged to achieve the desired results (Wahyudi, 2012: 68).

In line with this, Suhardiman (2012: 39) said, "the principal must be able to empower all resources available in the school for the progress of the school, one of which must be managed by the principal, namely educators and education staff." Managerial competence is the ability to organize, utilize, coordinate, control, and move subordinates in achieving predetermined goals.

To achieve this goal, the principal has full responsibility for macro education management, directly related to the learning process in the school. The principal to be the manager of the education unit is required to be able and ready in school management, the ready attitude is referred to which concerns the managerial ability of the principal to be a leader in the management of planning, organizing, actuating, and controlling into stages in realizing the vision towards action (Mulyasa, 2010: 7)

The managerial competence of the principal, contained in Permendiknas No. 13 of 2007, includes:

- a. Make school/madrasah planning arrangements for various planning levels
- b. Develop the organization of schools/madrasahs in line with what is needed
- c. Become a school/madrasah leader in the maximum utilization of school resources
- d. Managing change and developing schools/madrasahs leads to effective learning organization
- e. Forming a conducive and innovative school/madrasah culture and climate for the learning process of students
- f. Managing teachers and staff in an effort to utilize human resources optimally
- g. Managing school/madrasah facilities and infrastructure in an effort to maximize utilization
- h. Managing school/madrasah relations in an effort to find support for ideas, learning resources, and school/madrasah financing
- i. Managing students in efforts to accept new students, placement and capacity building of students
- j. Managing curriculum development and teaching activities in line with the direction and objectives of national education
- k. Conducting school / madrasah financial management in line with the principles of accountable, transparent and efficient governance
- l. Managing school / madrasah administration to provide support for achieving school / madrasah goals





- m. Managing special service units of schools/madrasahs in providing support for student teaching activities in schools/madrasahs
- n. Managing school/madrasah information systems in an effort to develop programs and make decisions
- o. Utilizing advances in information technology to support the learning process and management of schools/madrasahs
- p. Carry out monitoring, evaluation, and reporting on the implementation of school/madrasah activity programs through good procedures, follow-up planning

The main managerial task of the principal in the Education unit is an organizational system, which is to support the improvement of the quality of education at the level of education under his leadership. Because efforts to support the quality of education are strongly related to the managerial ability of the principal. The principal really needs to carry out duties in the managerial field professionally, so that the principal's function will run well.

According to Agustina (2009: 114) explained that increasing the managerial competence of school principals is an effective action and will bring change. The implementation or application of the results of efforts in developing these abilities, is a very important goal and objective of activities in developing the principal's competence. Human resource development not only supports the improvement of abilities, but also involves the use of abilities.

School principals become leaders Education has more professional demands, supay can be a bridge, coodinator, accommodation provider and facilities for all needs and interests ranging from teachers, school administration staff, school committees, students, parents, to realize the educational goals to be achieved.

Given the importance of the principal's managerial competence and seeing from the various problems encountered and the low managerial competence that must be mastered by the principal will have an adverse impact on the quality of education, it is necessary to conduct an in-depth study and study of the principal's managerial competence. Therefore, the author considers it important to study this matter by developing a guidebook for training teaching materials developed in the thesis "Development of Managerial Competencies of Elementary School Principals of Lubuk Basung District, Agam Regency".

## 2. RESEARCH METHODS

The R&D method is a research method applied in terms of making or developing a particular product and testing how effective the product is (Sugiyono, 2019). This research





uses the ADDIE development model which includes five steps, namely *analysis, design, development, implementation, evaluation*.

This research was conducted based on an approach whose process is to develop, obtain results and validate new products and create new changes about the principal's managerial while testing their validity, practicality, and effectiveness.

Research instruments are tools used to measure observed social phenomena and natural phenomena (Sugiyono, 2015). The research instruments used in this study are interview guidelines, questionnaires or questionnaires, and tests. Interview guidelines are used as a technique to collect data when researchers want to carry out preliminary studies to identify problems to be studied, and also when respondents are few or none at all and need to collect more information (Sugiyono, 2015). Questionnaire or questionnaire is a method of data collection by asking respondents to respond to a list of questions or statements through writing (Sugiyono, 2015: 199). The questionnaires used were instrument validation questionnaires, material expert validation questionnaires, media expert validation questionnaires, linguist validation questionnaires, and practicality questionnaires. Test is a tool or procedure used in a scenario to determine or measure something according to specified procedures and regulations (Arikunto, 2013: 67). This test is in the form of *pretest and posttest to test the effectiveness of the guidebook and training modules developed*.

Data obtained from various instruments are analyzed descriptively, qualitatively and quantitatively.

1. Data related to the validity of the instrument and the validity of the principal's managerial competency training manual by experts are analyzed quantitatively descriptively which will be processed using the formula:

$$P = \frac{\text{Total Skor}}{\text{Total Skor Ideal}} \times 100$$

**Table 1. Instrument Validity Scoring Criteria**

| Score | Category  |
|-------|-----------|
| 4     | Excellent |
| 3     | Good      |
| 2     | Not Good  |
| 1     | Bad       |

Modified from Daryanto 2014:172, Ministry of National Education 2009:26)



**Table 2. Instrument Validity Percentage Category**

| No | % Achievement | Category       |
|----|---------------|----------------|
| 1. | 81-100        | Highly Valid   |
| 2. | 61-80         | Valid          |
| 3. | 41-60         | Less Valid     |
| 4. | 21-40         | Invalid        |
| 5. | 0-20          | Highly Invalid |

(Source: Modified from Riduwan, 2012)

- Data on the practicality of training materials for managerial competence of school principals and participant activities obtained through questionnaire sheets were analyzed quantitatively as follows:

The calculation of the final value and observations were analyzed by modifying the formula from Riduwan and Sunarto (2007)

$$NA = \frac{PS}{SM} \times 100$$

Information:

NA : Final Value

PS : Score Acquisition

BC :Score Maximum

**Table 3. Criteria for Determining the Percentage Value of Practicality**

| Score | Category  |
|-------|-----------|
| 4     | Excellent |
| 3     | Good      |
| 2     | Not Good  |
| 1     | Bad       |

Modified from Daryanto 2014:172, Ministry of National Education 2009:26)

**Table 4. Practical Criteria for Resource Persons and Participants Response Sheets**

| No | % Achievement | Category     |
|----|---------------|--------------|
| 1. | 81-100        | Highly Valid |
| 2. | 61-80         | Valid        |



|    |       |                |
|----|-------|----------------|
| 3. | 41-60 | Less Valid     |
| 4. | 21-40 | Invalid        |
| 5. | 0-20  | Highly Invalid |

(Source: Modified from Riduwan and Sunarto, 2007)

3. Data on the effectiveness of the principal's managerial competency training manuals and modules

The formula determines the acquisition of pretest and posttest scores:

$$N = \frac{skor}{skor\ overall} \times 100$$

The formula for determining the N-Gain Test Pretest and PostTest scores is modified from Lestari Karunia Eka & Mokhammad Ridwan Yudhanegara (2017: 235)

$$N\text{-gain} = \frac{skor\ posttest - skor\ pretest}{skor\ ideal - skor\ pretest}$$

**Table 5. Effectiveness Criteria using the N-Gain category**

| N-Gain Value | Interpretation  |
|--------------|-----------------|
| > 0.70       | High Category   |
| 0,30-0,70    | Medium Category |
| < 0.30       | Low Category    |

Source : Modified from Sudayana 2014

The subject of this principal's managerial competency development research is the Head of SD Negeri Cluster II Lubuk Basung District, Agam Regency, West Sumatra Province.

### 3. RESULTS AND DISCUSSION

#### 3.1 Research Results

##### a. Results of Analysis of the Draft Handbook and Training Module for Managerial Competency of Principals

Initial analysis of the development of these manuals and training modules through the analysis of the principal's needs. Needs analysis is used to determine problems and obstacles that often occur in schools regarding the principal's managerial. The needs analysis is carried out by means of a principal interview.



From the results of the interviews conducted, complaints and problems were found at school. The headmaster complained about the lack of guidance or training on the principal's managerial competence. So far, training has only been obtained by a few school principals who are given the opportunity to attend training. Problems that occur such as in the school planning section there are still often errors in the preparation of RKAS, in the curriculum preparation section still adopts from existing and sometimes not in accordance with school needs, in the school-based management section lack of socialization of SBM implementation to education calm, in the management of infrastructure facilities lack of administrative completeness that is managed regularly, in the field of financial management there are often shifts and Changes in school budgeting due to lack of knowledge in preparing budgets, in the field of public relations lack of public understanding of education and also understanding of school residents about what and how school relations with the community should be built.

From these problems, it was concluded that the principal's lack of knowledge and understanding regarding this managerial. So far, only learning independently and digging knowledge through the internet. Therefore, researchers developed a guidebook and training module containing 6 materials on managerial competencies of school principals which can later be used as training materials and learning materials for principals to minimize errors, shortcomings, and obstacles that occur in schools.

After conducting an initial analysis of product development, followed by the design stage, the second stage of the ADDIE model aims to design the presentation of manuals and managerial competency training modules for school principals which are made into one book. The design stage is carried out by paying attention to the stages that have been carried out before. The first thing that was done in designing this product was to make a manual validation instrument and training modules, then designing a book draft. The development of designed materials includes the following:

1. The design of the book is inseparable from the material on the managerial competence of the principal.
2. Book covers are designed and created using the *Canva app*. The book cover has a matching color between the front, content, and back. While the design of the contents of the book is designed using Microsoft Word 2019.
3. The book presentation design is divided into 2, namely part 1 contains instructions for using books for training materials and part 2 contains materials related to the managerial competence of school principals.
4. The material contained in the book is presented as needed, clear and easy to understand.







5. The contents of the book are presented based on their subtitles and sequential procedures.
6. Books are arranged based on the format and draft, namely:
  - a) The book has a size of 105 x 143 mm (A5)
  - b) The font used *is times new romant* with a font size of 12 cm and a space of 1.15
  - c) Printed paper uses 190 Gsm Art Carton paper for the *cover* and 80 grams thick HVS paper for the contents of the book.
  - d) Has 116 pages
  - e) Books are printed reciprocally by using adobe reader

**b. Results of Validity of Principal's Managerial Competency Handbook and Training Module**

In determining the validity of manuals and training modules, the development stage aims to produce revised DMKS manuals and training modules based on input and discussion from experts, so that valid books can be used for practicality and effectiveness tests.

- 1) Data Collection Instrument Validation
- 2)

**Table 6. Results of Instrument Validity Manual and Training Module**

| No           | Aspects                     | Average score (%) | Category            |
|--------------|-----------------------------|-------------------|---------------------|
| 1.           | Eligibility of presentation | 87,5%             | Highly Valid        |
| 2.           | Eligibility of contents     | 87,5 %            | Highly Valid        |
| 3.           | Language                    | 87,5%             | Highly Valid        |
| 4.           | Graphics                    | 87,5 %            | Highly Valid        |
| <b>Total</b> |                             | <b>87,5%</b>      | <b>Highly Valid</b> |

Based on table 6. shows the results of validation of research data instruments, manuals and training modules are declared **very valid** with an average of 87.5%. Manual instruments and training modules integrate the entire form and content of the book. So it can be concluded that research data instruments based on the feasibility of presentation, feasibility of content, language and graphics can be used to collect validation data for manuals and training modules.

- 3) Validation of Principal's Managerial Competency Training Manual and Module





This stage aims to determine the validity of manuals and training modules through assessments conducted by 3 experts, namely material expert validation, linguist validation, and media expert validation.

**Table 7. Validity Results by Material Expert Validators**

| No           | Validation Components               | Assessment score | Category            |
|--------------|-------------------------------------|------------------|---------------------|
| 1.           | Front Cover                         | 100%             | Highly Valid        |
| 2.           | Foreword                            | 75%              | Highly Valid        |
| 3.           | Table of Contents                   | 100%             | Highly Valid        |
| 4.           | Rational Books and Training Modules | 100%             | Highly Valid        |
| 5.           | Content Presentation                | 100%             | Highly Valid        |
| 6.           | Material Suitability                | 100%             | Highly Valid        |
| 7.           | Feedback                            | 75%              | Highly Valid        |
| 8.           | Referral List                       | 100%             | Highly Valid        |
| <b>Total</b> |                                     | <b>93,8 %</b>    | <b>Highly Valid</b> |

The results from table 7. show that the average assessment score on the material aspect shows a score of 93.75% with a **very valid category**. This shows that the material aspects of the manuals and training modules have a clear presentation of material that is easily understood by readers or users.

**Table 8. Validity Results by Media Expert Validators**

| No           | Validation Components              | Assessment score | Category            |
|--------------|------------------------------------|------------------|---------------------|
| 1.           | Book size                          | 100%             | Highly Valid        |
| 2.           | Book cover design                  | 87,5%            | Highly Valid        |
| 3.           | Design of the contents of the book | 100%             | Highly Valid        |
| 4.           | Book cover typography              | 91,7%            | Highly Valid        |
| 5.           | Book cover illustration            | 100%             | Highly Valid        |
| 6.           | Book content layout                | 91,7%            | Highly Valid        |
| 7.           | Book pages                         | 100%             | Highly Valid        |
| <b>Total</b> |                                    | <b>95,8%</b>     | <b>Highly Valid</b> |



The assessment results of table 8. show that the average assessment score on the media aspect shows a score of 93.8% with a **very valid category**. This shows that the manuals and training modules have attractive shapes and presentations both in terms of design and color selection. In addition, it also gives 723users the power to read the book.

**Table 9. Validity Results by Linguist Validators**

| No           | Validation Components  | Assessment score | Category            |
|--------------|------------------------|------------------|---------------------|
| 1.           | PUEBI Rules            | 87,5%            | <b>Highly Valid</b> |
| 2.           | Language Compatibility | 90%              | <b>Highly Valid</b> |
| <b>Total</b> |                        | <b>88,8%</b>     |                     |

The results of table 9. show that the average assessment score on linguistic aspects shows 88.8% with a **very valid validity category**.In the linguistic aspect, it can be seen that the manuals and training modules have been prepared based on language rules and PUEBI so that readers do not have misunderstandings of meaning when reading and using these manuals and training modules.

The validity of manuals and training modules for managerial competence as a whole based on material aspects, linguistic aspects and media aspects can be seen in table 10:

**Table 10 . Validation Results by Expert Validators Overall**

| No           | Validation Components | Assessment score | Category            |
|--------------|-----------------------|------------------|---------------------|
| 1.           | Material Aspect       | 93,8%            | Highly Valid        |
| 2.           | Media Aspect          | 95,8%            | Highly Valid        |
| 3.           | Linguistic Aspects    | 88,8%            | Highly Valid        |
| <b>Total</b> |                       | <b>92,8%</b>     | <b>Highly Valid</b> |

Based on table 10, it can be seen that the overall average validation of manuals and training modules obtained a percentage of 92.8% with the category of validity **very valid**. Validation on the material aspect obtained a percentage of 93.8% with a very valid category. The linguistic aspect obtained a percentage of 88.75% with a very valid category. So, it can be concluded from the results of validity carried out by expert validators regarding all aspects of the assessment that the principal's managerial training manuals and modules can be used to test the practicality and effectiveness of the products developed.

**c. Practical Results of Principals' Managerial Competency Training Manuals and Modules**

To determine the practicality of manuals and training modules, it is carried out at the implementation stage, namely by conducting small group trials or implementing training from products developed through training called DMKS. At this stage of implementation, researchers take data on the results of practicality of manuals and training modules developed.

Assessment of resource persons' responses to manuals and training modules is given to determine the level of practicality of the manuals and training modules developed. This assessment sheet is filled out at the end of the DMKS training. Data on the results of the practicality sheets of manuals and training modules by resource persons after using the book can be seen in the table below:

**Table 11. Results of Practicality of Manuals and Training Modules All**

| No           | Practicality Component | Number of assessment scores (%) |              | Average (%)  | Category              |
|--------------|------------------------|---------------------------------|--------------|--------------|-----------------------|
|              |                        | Sources                         | Participants |              |                       |
| 1.           | Shape                  | 100%                            | 91%          | 95,5%        | Very Practical        |
| 2.           | Fill                   | 95,9%                           | 92%          | 94%          | Very Practical        |
| 3.           | Cover                  | 87,5%                           | 91%          | 89,3%        | Very Practical        |
| 4.           | Language               | 91,7%                           | 92%          | 91,9%        | Very Practical        |
| 5.           | Serving                | 91,7%                           | 94%          | 92,9%        | Very Practical        |
| 6.           | Cost                   | 100%                            | 100%         | 100%         | Very Practical        |
| <b>Total</b> |                        | <b>94,5%</b>                    | <b>93,3%</b> | <b>93,9%</b> | <b>Very Practical</b> |

Based on table 11. It can be seen that the percentage of practicality from the response sheets of resource persons and trainees of manuals and training modules is 93.9% which is included in the very practical category. From these data, it is concluded that manuals and training modules for managerial competencies of principals can be categorized as very practical to be used as training materials and learning modules for principals and training materials for supervisors / resource persons.

**d. Results of the Effectiveness of Principal Managerial Competency Training**

To determine the effectiveness of the product developed, it is carried out with the evaluation stage, which is to follow up on the extent of the achievement of training or implementation that has been carried out in the DMKS training. In this evaluation stage, trainees are given pretest and post-test questions to see the level of achievement or understanding of the principal's managerial competency training module before and after attending the DMKS training. This evaluation question is attached to appendix 9 (page 140).

This pretest and posttest result data is used to see the effectiveness test of the guidebook and managerial competency training module for school principals. Pretest data collection was carried out before the DMKS training was carried out. Meanwhile, post-test data collection is carried out at the end of the training activity. The results of the pretest and post test data will be presented in the table below:

**Table 12. Pretest Analysis of DMKS Trainees**

| No | Nama Peserta      | ANALISIS PRE TEST PESERTA PELATIHAN |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    | Jumlah betul | Nilai |    |    |
|----|-------------------|-------------------------------------|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|--------------|-------|----|----|
|    |                   | 1                                   | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 |              |       |    |    |
| 1  | Retna Yupika S.Pd | B                                   | B | A | A | C | C | A | A | B | B  | D  | A  | D  | C  | A  | C  | A  | D  | B  | D  | A  | A  | C  | D  | D  | B  | D  | B  | A  | A  | C            | D     | 19 | 63 |
| 2  | Herman Joni S.Pd  | B                                   | B | A | D | C | A | B | A | A | C  | D  | B  | D  | D  | D  | C  | D  | D  | C  | D  | C  | B  | C  | C  | C  | A  | D  | D  | A  | C  | B            | 14    | 47 |    |
| 3  | Trio Malta S.Pd   | B                                   | B | A | D | C | A | B | A | A | C  | D  | B  | D  | D  | D  | C  | D  | D  | C  | D  | C  | B  | C  | C  | D  | A  | D  | D  | A  | C  | B            | 15    | 50 |    |
| 4  | Martias S.Pd      | B                                   | B | A | A | A | A | A | A | C | A  | D  | A  | A  | D  | A  | D  | D  | C  | C  | A  | A  | D  | A  | D  | D  | B  | A  | C  | A  | A  | A            | 13    | 43 |    |
| 5  | Yasnimar S.Pd     | B                                   | B | A | A | C | A | A | B | D | A  | B  | A  | D  | D  | A  | A  | D  | B  | B  | A  | A  | C  | D  | B  | B  | D  | A  | A  | C  | B  | 20           | 67    |    |    |
| 6  | Itra Dewi S.Pd    | B                                   | B | A | A | C | A | A | B | D | A  | B  | A  | A  | D  | A  | D  | B  | B  | A  | A  | C  | A  | D  | B  | D  | A  | A  | C  | B  | 21 | 70           |       |    |    |
| 7  | Jusneti S.Pd      | B                                   | B | A | D | A | A | A | A | D | A  | D  | B  | A  | C  | A  | D  | D  | C  | B  | A  | A  | A  | C  | A  | A  | C  | B  | A  | C  | B  | 18           | 60    |    |    |
| 8  | Azhari S.Pd       | B                                   | B | A | D | C | A | B | B | C | A  | C  | D  | B  | B  | C  | D  | D  | D  | A  | A  | C  | C  | B  | C  | B  | B  | B  | A  | A  | B  | 16           | 53    |    |    |
| 9  | Zifia S.Pd        | B                                   | B | A | C | C | A | D | B | C | A  | D  | B  | D  | C  | C  | C  | B  | D  | D  | A  | A  | C  | B  | D  | B  | A  | B  | A  | C  | A  | 19           | 63    |    |    |
| 10 | Syamsiar S.Pd     | B                                   | B | A | A | C | A | A | B | A | B  | C  | A  | D  | D  | A  | D  | D  | B  | A  | A  | C  | A  | C  | C  | C  | A  | A  | C  | B  | 15 | 50           |       |    |    |
| 11 | Yuliandri S.Pd    | C                                   | B | A | B | C | A | A | A | D | A  | B  | B  | C  | B  | A  | C  | B  | B  | D  | A  | A  | B  | B  | C  | B  | D  | C  | D  | D  | 13 | 43           |       |    |    |
|    |                   | 0                                   | 1 | 1 | 0 | 1 | 1 | 0 | 0 | 1 | 1  | 0  | 0  | 0  | 0  | 1  | 0  | 0  | 1  | 1  | 1  | 1  | 0  | 0  | 1  | 1  | 0  | 0  | 1  | 0  | 0  | 55           |       |    |    |

Table 12. It can be seen that the pre-test results of DMKS trainees show an average score of 55. It can be seen that each participant's score is low. Where the highest value is 70 and the lowest value is 43. Based on the value data, it is concluded that the principal's understanding of managerial is still lacking. So the need for training and managerial training modules for school principals.





**Table 13. PostTest Analysis of Participants After Attending DMKS Training**

| No | Nama Peserta      | ANALISIS POST TEST PESERTA PELATIHAN             |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    | Jumlah betul | Nilai |    |
|----|-------------------|--|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|--------------|-------|----|
|    |                   | 1  | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 |              |       |    |
| 1  | Retna Yupika S.Pd | B  | B | A | C | C | A | B | B | D | A  | D  | C  | A  | C  | A  | D  | D  | B  | D  | A  | A  | C  | D  | D  | B  | B  | B  | A  | C  | B  | 26           | 87    |    |
|    |                   | 1  | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1  | 1  | 0  | 1  | 1  | 1  | 1  | 0  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 0  | 1  | 0  | 1  | 1  | 1  |              |       |    |
| 2  | Herman Josi S.Pd  | B  | B | A | C | C | A | B | B | D | A  | D  | C  | C  | A  | D  | C  | B  | D  | C  | A  | C  | D  | C  | A  | D  | B  | A  | C  | B  | 25 | 83           |       |    |
|    |                   | 1  | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1  | 1  | 0  | 1  | 1  | 1  | 0  | 1  | 1  | 1  | 1  | 0  | 1  | 1  | 1  | 0  | 0  | 1  | 1  | 1  |    |              |       |    |
| 3  | Trio Malta S.Pd   | B  | B | A | C | C | A | B | B | D | A  | D  | C  | A  | C  | B  | D  | C  | B  | D  | C  | A  | C  | D  | D  | B  | D  | B  | A  | C  | B  | 27           | 90    |    |
|    |                   | 1  | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1  | 1  | 1  | 0  | 1  | 0  | 1  | 1  | 0  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  |    |              |       |    |
| 4  | Martias S.Pd      | B  | B | A | C | C | A | B | B | D | A  | D  | C  | A  | A  | A  | D  | B  | C  | A  | A  | C  | D  | A  | D  | D  | B  | A  | C  | B  | 24 | 80           |       |    |
|    |                   | 1  | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1  | 1  | 0  | 1  | 0  | 1  | 1  | 0  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 0  | 1  | 1  | 1  |    |    |              |       |    |
| 5  | Yasniar S.Pd      | B  | B | A | C | C | B | A | B | B | D  | A  | D  | C  | A  | C  | A  | D  | D  | B  | D  | A  | A  | C  | D  | D  | B  | D  | B  | A  | C  | B            | 29    | 97 |
|    |                   | 1  | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  |    |              |       |    |
| 6  | Ira Dewi S.Pd     | B  | B | A | C | C | A | B | B | D | A  | D  | C  | A  | C  | A  | D  | B  | B  | D  | A  | A  | B  | D  | D  | B  | D  | B  | A  | C  | B  | 28           | 93    |    |
|    |                   | 1  | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1  | 1  | 1  | 1  | 1  | 1  | 0  | 1  | 1  | 1  | 1  | 1  | 1  | 0  | 1  | 1  | 1  | 1  | 1  | 1  |    |              |       |    |
| 7  | Jusneti S.Pd      | B  | B | A | C | C | A | B | B | D | A  | D  | B  | A  | C  | A  | D  | D  | C  | B  | A  | A  | C  | D  | D  | B  | C  | B  | A  | C  | C  | 25           | 83    |    |
|    |                   | 1  | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1  | 1  | 1  | 1  | 1  | 1  | 0  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  |    |              |       |    |
| 8  | Azhari S.Pd       | B  | B | A | C | C | A | B | B | D | A  | D  | C  | B  | C  | A  | D  | D  | B  | D  | A  | A  | C  | D  | B  | C  | D  | B  | A  | C  | B  | 26           | 87    |    |
|    |                   | 1  | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1  | 1  | 0  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 0  | 1  | 1  | 1  | 1  | 1  |    |              |       |    |
| 9  | Zifia S.Pd        | B  | B | A | C | C | A | B | B | D | A  | D  | C  | B  | C  | A  | D  | D  | B  | D  | A  | A  | C  | D  | D  | A  | D  | C  | A  | C  | B  | 27           | 90    |    |
|    |                   | 1  | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1  | 1  | 1  | 0  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 0  | 1  | 0  | 1  |    |              |       |    |
| 10 | Syamsiar S.Pd     | B  | B | A | C | C | A | B | B | A | A  | D  | C  | D  | D  | A  | D  | D  | B  | D  | A  | A  | C  | D  | B  | C  | D  | B  | A  | C  | B  | 25           | 83    |    |
|    |                   | 1  | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1  | 0  | 0  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 0  | 0  | 1  | 1  | 1  | 1  | 1  |    |              |       |    |
| 11 | Yuliantri S.Pd    | B  | B | A | C | C | A | B | A | D | A  | D  | B  | C  | C  | A  | C  | D  | B  | D  | A  | B  | B  | D  | B  | D  | B  | A  | C  | B  | 24 | 80           |       |    |
|    |                   | 1  | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1  | 0  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 0  | 1  | 1  | 1  | 1  | 1  | 1  | 1  |    |              |       |    |
|    |                   | TOTAL RATA-RATA NILAI POSTTEST PESERTA PELATIHAN |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    | 87           |       |    |

Table 13. The post test results of DMKS trainees after attending the training and studying the training module, showed an average score of 87. Where the highest value is 97 and the lowest value is 80. Based on the data from these scores, it is concluded that the principal can understand the managerial competencies that must be possessed by the principal which are described in the DMKS guidebook and training module.

**Table 14. N-Gain Pretest and PostTest Effectiveness Results**

| Pretest | Posttest | N-Gain | Criterion |
|---------|----------|--------|-----------|
| 55      | 87       | 0,71   | Tall      |

Based on table 14, it can be seen that the effectiveness of the DMKS manual and training module shows an N-Gain of 0.71 with **high** criteria. It can be concluded from the results of N-Gain, manuals and training modules are very effectively used as training materials and learning modules for school principals to add insight and increase knowledge about the managerial competence of school principals. The questions given are made based on the material contained in the book. From the pretest and posttest scores, it can be seen that these manuals and training modules can improve the managerial competence of school principals and are suitable for use.

**4. RESEARCH DISCUSSION**

The development of principals' managerial competencies in the form of manuals and training modules by adopting the ADDIE model has been successfully implemented. The guidebook and training modules have been implemented with small group trials in the DMKS







Cluster II training in Lubuk Basung District, Agam Regency with 11 training participants and 2 training resource persons who are supervisors of Lubuk Basung District.

Exposure to the results of development research that has been carried out will be discussed further, especially related to the validity, practicality, effectiveness of manuals and training modules developed. For more details described as follows:

#### 4.1 Validity

The design of manuals and training modules must be tested for validity, manuals and training modules are said to be valid if they meet certain characteristics and criteria. Looking for theories about the validity of linguistic media materials. Therefore, the validation of this manual and training module emphasizes the aspects of material, media and language.

Validation in this study was carried out by 4 expert validators, namely instrument validators, material expert validation, media expert validation, and linguist validation. In accordance with the opinion of Sugiyono (2009) who suggests that product validation can be done by several experts or experienced experts to assess the new product designed, so that it can be known for its duration and superiority. The validation results from experts are collected and then analyzed to determine the average of each aspect. The results of this validation are described as follows:

##### a) Instrument Validation

Validation of data collection instruments is carried out to produce data collection instruments that are in accordance with the products developed. The design of data collection instruments is adjusted to the content and form of manuals and training modules made. The validation process of data collection instruments is carried out by one expert validator, who has assessed material aspect instruments, language aspect instruments, language aspect instruments and practicality instruments. From the validation carried out by instrument validators, a percentage result of 85.93% was obtained with a very valid category. Data collection instruments are said to be valid if they are in accordance with the opinions expressed by experts. It can be concluded that research data collection instruments are feasible to use for the validation process of manuals and training modules that have been designed.

##### b) Validation of Training Manuals and Modules

The manual and training modules are validated by 3 experts, namely material expert validators, media expert validators and linguist validators. Training manuals and modules are said to be valid and feasible if they are in accordance with the opinions and suggestions expressed by experts. Based on the results of data analysis, validation of





manuals and training modules by expert validators obtained a percentage of 92.8%. The manuals and teaching modules that have been developed are classified as very valid.

Based on the validation results, it is stated that the guidebook and training module contain training procedures and materials that are in accordance with the managerial competencies required by the principal. The contents of manuals and training modules can provide in-depth knowledge for school principals that have been poorly understood. The cover of the manual and training module is designed with an attractive color, namely toska blue combined with green and yellow colors to give a soft impression and appeal to read. The design of the contents of the book is adjusted to the color of the cover.

In addition, the book is presented clearly and structured so that it does not give greatness to the reader. Printed books are made proportionally so they are easy to carry. Then this manual and training module uses clear, straightforward sentences and is adjusted to language rules so that it is very easy to understand. Thus, it can be concluded that this manual and training module have been declared valid and suitable for use in training and independent learning processes by the principal.

#### 4.2 Practicality of Training Manuals and Modules

The practicality of manuals and training modules is related to ease of use by training resource persons and principals. The practicality of these manuals and training modules is part of the implementation stage of the development model. Arikunto (2010) explained that practicality or practicality means that it is easy to carry out, easy to check, and equipped with clear instructions so that it is easier to use.

To test whether the manuals and training modules developed are practical or not, a small group trial or training called DMKS was conducted which consisted of 2 supervisors as resource persons and 11 principals of elementary schools in Lubuk Basung District, Agam Regency. The practicality observed is the use of manuals and training modules in the form of questionnaires of resource persons and principals given after the training is completed. The practicality questionnaire contains components of form, content, closing, language, presentation and content.

Based on the practicality test of the questionnaire, the response of the resource persons obtained a percentage result of 94.5%, while the practical result of the questionnaire response of the trainees received a percentage of 93.3%. From the overall results of the practicality of manuals and training modules, a percentage score of 93.9% was obtained in the very practical category. It can be concluded based on the results of practicality, manuals and training modules are very practical to be used by resource persons and principals.





#### 4.3 Effectiveness of Training Manuals and Modules

Training manuals and modules are effective if they have an effect and influence on the achievement of objectives. The purpose of developing this guidebook and training module in the future is to make it easier for principals to learn the managerial competencies they must have, then add new knowledge and learning experiences for principals.

Learning effectiveness according to Supriyono (2014: 1) refers to empowered and successful for all learning components organized to achieve learning objectives.

The effectiveness test in this development research is included in the evaluation stage of the development model. Where effectiveness tests are carried out in the form of pretest and posttest tests carried out by training participants. Pretest or posttest questions totaling 30 items contain the entire scope of training material. The overall pretest analysis of participants obtained an average assessment of 55 in the low category, proving that the principal's understanding of this managerial competence needs to be improved. While the results of the posttest analysis of all participants got an average score of 87. This shows that after training and after studying the material contained in the book, the principal's understanding of managerial competence has improved. The second level of effectiveness tests at this evaluation stage showed an average N-Gain of 0.71 in the high category. It can be concluded that this guidebook and training module provide an effect and influence for school principals to increase their knowledge of what managerial competencies must be possessed with the meaning of the word very effectively used as learning material.

#### 5. CONCLUSION

Based on the development process with the ADDIE model that has been carried out on the guidebook and training module for managerial competence of school principals in the thesis "Development of Managerial Competencies of Elementary School Principals of Lubuk Basung District, Agam Regency" is feasible to be used as training materials and learning materials to improve the managerial competence of school principals, described as follows:

1. The manual and training modules found very valid validity based on the assessment in terms of material, media and language by validators.
2. The practical results of the training manual are obtained from the implementation or trial stage with very practical criteria. The bottom definition can be used as training materials or independent study materials by the principal.
3. The effectiveness of this manual and training module can be seen from the results of pretest and posttest analysis. Based on N-gain shows the effectiveness of manuals and training modules with high categories. It can be concluded that these manuals and





training modules are effectively used as learning materials for school principals to improve their managerial competence.

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