Developing School Management Capacity through Teacher and School Staff (PTK) Involvement

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Abstract: This study aims to describe, analyze and create patterns of involvement of teacher and school staff (PTK) in the development of school management capacity. This research is descriptive qualitative with case study at two high schools (SMA), namely SMA Negeri 2 Bandung and SMA Negeri 2 Kota Tasikmalaya. Technique of data mining is done by: observation, interview, and study of school document. Data processing is done through data analysis process, data display, and data verification. The results show that the school management capacity is manifested in the form of the process of formulating and developing school vision, mission and objectives; implement school work programs, and evaluate school work programs. The essence of school management capacity building is the extension of PTK involvement in the school management process in accordance with their respective roles. But not all of the involvement of PTK in school management becomes the process of developing the school management capacity. The involvement of PTK that lead to the strengthening of school management capacity is realized when PTK awareness and commitment grow and develop during the day-to-day management process. This study concludes that the involvement of PTK becomes the process of developing the capacity of school management when the involvement of PTK in the school management process is accompanied by commitment and awareness of PTK so as to realize the professional learning community in school.

1 INTRODUCTION

A. De Gues (Paul Clarke, 2000: 20) analyzes the organization's efforts to provide quality, adaptable, and winning competitive services is to have the ability to continue learning. In reality, many schools today do not yet have the ability to continue learning, either as individuals, groups, or as a school system.

This resulted in less quality learning services and resulted in less qualified graduates as well as lower impact on second and third customers, that is parents, community, and government. The success of schools has a reliance on the extent to which school capacity is developed to respond to the functions and problems facing schools or simply how much do school's ability to continue learning?
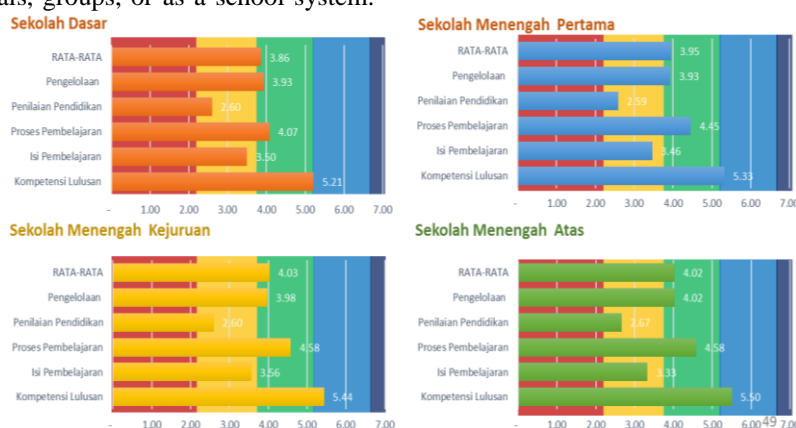

Figure 1: Average National SNP Achievement Year 2016.

Based on the criteria of compliance with the National Education Standards (SNP) on management (school management), the average compliance with national and elementary school management standards reached 3,93. This achievement is categorized as "towards SNP 3". While the SMA reaches 4.02 and SMK 3, 98. This shows that the condition of school management in Indonesia still needs structuring and development so that all management standards can be met.

This real condition is a major problem that needs to be resolved immediately based on an appropriate study, especially regarding what the size of the school management problem is, what is the cause and effect of the problem, and how to solve the problem. These problems have an impact on a very serious problem, namely the PTK is incapable (competent) and not able to (give up) to provide quality services for students. The low capacity and competence of PTK in managing education in schools requires systematic and sustainable management.

Table 1: Score Category of SNP level (Setditjend Dikdasmen, 2017:42).

Category	Lower limit	Upper limit
Towards SNP 1	0,00	2,04
Towards SNP 2	2,05	3,70
Towards SNP 3	3,71	5,06
Towards SNP 4	5,07	6,66
SNP	6,67	7,00

Efforts to solve problems in school management need to be done in an integrated manner with the process of performing daily PTK tasks. This means that the PTK does not have to leave the assignment by reason of following the training process or other similar forms. Because when the PTK leaves its duty, the education service, either directly or indirectly, becomes disrupted. Under these conditions, students become victims who must be willing to not get the services of the PTK due to the PTK is following the training process. This is where the need to develop school management capacity through a pattern of PTK involvement in the management process.

2 LITERATURE REVIEW

2.1 Development of School Management Capacity

The search for the concept of "school management capacity" leads to organizational capacity. The concept of organizational capacity is grouped into three things, namely organizational capacity as a resource, ability, and competence (Bryan, 2011: 9). Organizational capacity as a resource is intended as: 1) organizational input that will be the material for the production process of the organization, 2) drawing / taking / utilizing various resources from the surrounding environment, 3) the resources of the organization are categorized as real / visible resources and resource not visible. Organizational capacity as capability is intended as: 1) the organization's ability to absorb and mobilize resources in a number of distinctive ways that produce organizational capability, 2) the organization's fundamental importance of knowing how to do things, 3) changing organizational resources into output, 4) understood in reference to public management as "management capacity." Organizational capacity as a competency is intended as: 1) organizational resources and capabilities associated with organizational effectiveness. 2) Experts assert organizational effectiveness as a potential for effectiveness. 3) An understanding of output-oriented capacity assumption is that the organization can access its capacity by taking into account the organizational attributes that positively affect the performance of the organization.

A review of organizational capacity is generally used in organizational studies in Business literature (Hargreaves, 2011: 685). The capacity of the school organization refers to the resources and processes that directly or indirectly support what happens in the classroom. Among them are the availability and availability of financial resources, physical and technological resources, qualifications and staff deployment, management quality and school leadership, direction of school management, school relationships with external organizations, and others.

Management capacity is defined as the basic ability to organize, develop, direct, and control organizational resources in the form of: finance, human resources, physical, and information (Ingraham, et.al. 2003: 15). This definition clearly states that management capacity is related to the organization's ability to manage organizational resources. However, for what the organization's resource management has not been clearly

summarized in the definition. The emphasis of developing management capacity in improving organizational performance includes three things: 1) providing vision, integrating and arranging management system; 2) Leadership facilitates organizational vision. Leadership serves as the integration of management systems to ensure the achievement of organizational goals; 3) performance measurement systems that facilitate organizations to learn (Ingraham, et al., 2003).

Bryan (2011: 19) defines management capacity "The ability of organization's management to effectively utilize the infrastructural capacity and available organizational resources to achieve organizational goals." This definition describes the capacity of management as an organizational management capability to effectively use the infrastructure capacity and organizational resources available to achieve organizational goals. Management capacity is defined as "creating the conditions under which the objectives are set and achieved" (Horton et al., 2003: 23). Organizational management capacity is classified by Horton et al into three things: strategic leadership, program and process management, and networking and linkage.

2.2 PTK Involvement in School Management

Involvement is an attempt to make each PTK has relevance to decision making in terms of principal school services, i.e. learning, so as to raise the responsibility and commitment of school staff to provide basic school services or develop them. The concept of engagement refers to "the sense of responsibility and commitment thereby engendered" (Amah and Ahiauzu, 2011, p. 662). In the context of corporate organization, Susan M. Heathfield (2016) defines staff involvement: "Employee involvement is an online activity in which people have an impact on decisions and actions that affect their jobs" (online: https://www.thebalance.com/employee-involvement-1918100). Employee participation becomes an important factor in decision-making as it is a unified component of knowledge management (Amah and Ahiauzu, 2011: p.663).

The involvement of PTK in the organization can be widely seen from the standpoint of organizational leadership behavior. As Robert Tannenbaum and Warren H. Schmidt (1973) describe in one continuum as follows:
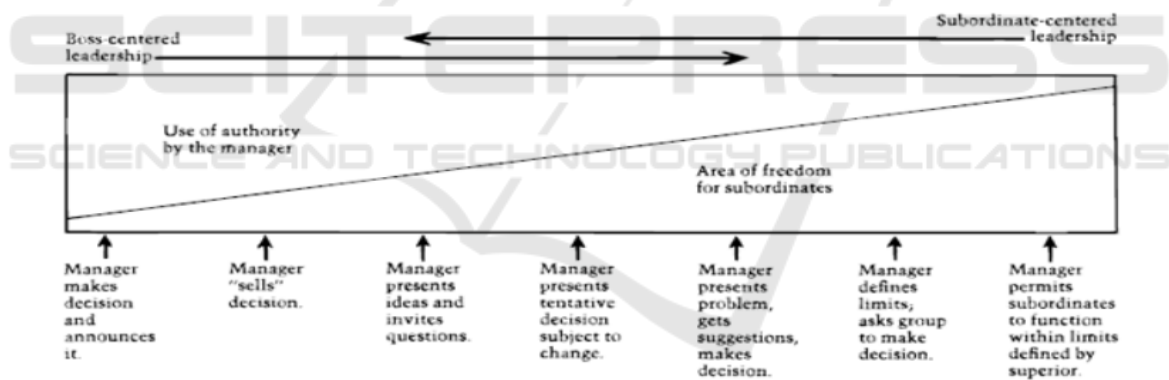

Figure 1. Continuous leadership behavior.
Source: https://hbr.org/1973/05/how-to-choose-a-leadership-pattern.

The picture above shows that staff behavior is stretched in one line from left to right. The more to the right, the greater leadership behavior gives staff the flexibility to make decisions and the more left, the more leadership behaviors use their authority in making decisions. This continuum theory of leadership provides an illustration that the behavior of school staff (PTK) will be greater in its appearance in the organization when leadership gives flexibility to the PTK to make decisions.

3 RESULTS AND DISCUSSION

3.1 Develop the Involvement of PTK in Building the Vision, Mission, and Goals of the School

The participation process of PTK in building a vision is found in the form of an idea deal or idea about the future of the school and each PTK understands the tasks to realize that vision. The essence of the development of PTK involvement in building the vision, mission, and objectives of the school is the

extension of the involvement of the realized PTK to achieve or realize what is agreed upon by the school community through their respective roles.

The involvement of the PTK relates to the commitment of each other's role in achieving the school vision. The involvement of school residents who are not accompanied by follow-up in the form of daily work behavior is not considered as the development of PTK involvement in building the vision, mission and objectives of the school. The development of PTK involvement in building the vision, mission and objectives of the school requires exemplary formal school leadership. Exemplary (Keteladanan) is the consistency between what is mutually agreed between leaders and PTK to be realized together with what is decided and done by the school leader in managing the school.

These findings are in line with Hord's (2003: 27) assessment of the three outcomes of a professional learning community (PLC) for staff (PTK), namely: (1) staff committed to mission and working together to strengthen the mission, (2) staff see themselves as responsible people for improving the success of learners, and (3) low absenteeism. In a Hord study, a good PLC will result in strong ties to the commitment of the PTK linked to the principal service of the school that is the success of the learner. This finding is in accordance with the study conducted by Mulford (2010: 203) on the latest developments in educational leadership. Based on his studies at schools in Tasmania and Australia he concluded that school success depends on the school leader's decision to spend time and attention on three things: the context, the organization, and the leader. The context is related to the forces that affect the school and the implications of that power on the school leadership. School organizations focus on developing a bureaucratic organization model into a professional learner community. Great school leaders build school capacity on a continuous basis.

3.2 Develop the Involvement of the PTK in Preparing the Annual Work Plan of the School

Interaction between PTK to be a media for leadership development when the involvement of PTK in interaction is the involvement of each PTK's self-role in the implementation of daily tasks associated with the interests of schools that must be achieved jointly. The PTK will link its actualization to the missions that the school has to do. The process is considered to develop the ability of PTK management in layers.

Hipp and Huffman (2010: 130) reveal the necessity of cooperation in the implementation of daily work:

> To re-culture our school, change cannot be separate and fragmented, but must be collaborative and embedded within the daily work to address the needs of students. To meet the diverse needs of students requires a change of attitudes and habits of action; thus change involves learning – learning through dialogue

The development of school management capacity through day-to-day work processes at schools is positioned as an effort to re-enrich their school culture collaboratively and integrate with daily work of PTK to discover the needs of learners. This process requires a change in the habits and actions of the PTK to change their habits and actions through a dialogue process between the PTK. Stool (2010: 469) looks at the interconnectedness of PTK with its internal and external environment:

> Because each individual part of the system is affected by others and individual actions have rippling effects on their environment, a holistic view is needed of what it will mean to improve any part of system. In short, we're talking about systemic change.... Sustainable change depends on an ongoing of learning by individuals, singly and collectively

In the school community among its members there is a role as a "keeper of interest," the sensitivity to this strategic environment becomes more intense, whereas in a group whose members are mediocre, the sensitivity to these strategic environmental changes is also low. The study of the PTK that acts as a "keeper of interest" becomes an important matter as being the agent or catalyst of PTK's sensitivity to changes in the school's strategic environment, and will ultimately encourage school change.

Teacher management capacity cannot develop because of routine work that is too time-consuming. Fulfilling 24 hours of work each week causes teachers to be too tired to be involved in many school work programs. This phenomenon poses a great threat to the capacity building process in planning school work programs, because reflection activities do not arise from the work process undertaken. Peter Jarvis's (1992: 71-85) Study in his book Paradoxes of Learning; On Becoming an Individual in Society developed an experiential learning categorization. In his study, Jarvis revealed there are three forms of learning from an experience, namely non-learning, non-reflective learning and reflective learning. Furthermore, Jarvis describes a category that one

does not always learn from his experience, when: (1) the person believes that the world will not change with his being, (2) is too busy to think about what he does, fears the impact, or his position is not to understand the situation, and (3) to be in a chaotic situation. The second category is people learn from experience but not reflective. This occurs when: (1) learning does not involve self-awareness, (2) learning is technical without involving the interaction of learners with learning objects, (3) learning is memorization (rote). The third category is that people learn from cultural reproductive experiences. This occurs when: (1) there is a process of thinking about experiences and drawing conclusions from that experience, without having to relate them to larger social contexts, (2) reflection work practices, (3) what is known from various theories / concepts implemented then searching new knowledge of the practice.

3.3 Develop the Involvement of PTK in the Implementation of School Programs and Activities

PTK involvement in school management capacity building is a process to represent the interests of all school stakeholders in the implementation of work programs and school activities. The extension of PTK involvement is done by strengthening the way of thinking about: who are the school stakeholders, what are their interests to be facilitated, and how to facilitate their interests materialized in the form of school services? The involvement of PTK in various school programs and activities as a process of school management capacity building is linked to the PTK's commitment to its profession as an educator.

> Involved employees can help improve decision quality by recognizing problems more quickly and defining them more accurately. Employees are, in many respects, the sensors of the organization's environment. When the organization's activities misalign with customer expectations, employees are usually the first to know (McShane and Von Glinow, 2008:hlm. 238).

Decision making by PTK in determining a school activity is based on a strong rationale. The process of finding a solid foundation is conducted through a dialogue process between the PTK and this process is the process of developing the school management capacity for the PTK. Nevertheless, the implementation of school work programs is responded by PTK in a variety of ways, some even

showing negative responses. Differences in responses that appear in the dialogue among the PTK are considered to be school people as a natural thing. In this case the Principal facilitates a negative response from the PTK through the formation of discourse in the chat between the PTK. This discourse development process provides capacity building for schoolchildren in taking change initiatives when school management faces problems. In this case, Stoll (2010: 475) sees dialogue as a process for achieving PLC:

> Dialogue is a critical community process, although difficult to achieve, because all participants play equal roles, suspending their individual assumptions as they enter into a genuine thinking together (Senge, 1990). In connecting learning communities, dialogic processes are oriented towards articulating and exploring members' tacit knowledge (Nonaka & Takeuchi, 1995). Through dialogue, presuppositions, ideas and beliefs are brought to the surface, examined and challenged. Collective intelligence is harnessed, and new ideas and practices are created as initial knowledge is enhanced or transformed.

According to Stoll, through dialogue, what is assumed, echoed, is discussed to the surface so that it becomes clear and more tested to be implemented in school. Stoll (2010: 476) also describes that joint discovery is one of the key learning processes.

> Collaborative inquiry is a key learning process, where learning and inquiry are facilitated, encouraged, challenged and co-constructed (Jackson & Street, 2005). Inquiry can be the means by which teachers identify important issues related to learning, become self-regulated drivers for acquiring the necessary knowledge to solve the issues, monitor the impact and adjust practice as necessary (Timperley, Wilson, Barrar, & Fung, 2008).

Efforts and processes of schoolchildren in trying new things in the implementation of school programs and activities are realized when schoolchildren get new information and they assess the information as a good thing and can be implemented in school, whether obtained from colleagues or outside of colleagues. The efforts and processes of the school community to try new things in the implementation of school programs and activities are categorized as follows, namely: school out activities and activities within the school. Out-of-school activities that show attempts at new things are sister school programs. At

the beginning, not all school residents consider this as a necessary or easy thing to be realized. Some assume that this is difficult and unnecessary. However, communication between school leaders and schoolchildren is able to ensure that the work program has great benefits and can provide a valuable experience for learners. Timperley, Wilson, Barrar, & Fung, (2008) (Stoll, 2010: 476):

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3.4 Developing PTK Involvement in Assessing School Success

School program evaluation is conducted to get feedback information and become daily information input for PTK and school leaders to help make decisions about what should be improved or developed. The interaction of PTKs in assessing school success will strengthen the ability of PTKs in school management if feedback from the school program evaluation process becomes a shared bill for school progress. This is as confirmed by the OECD. "Information is critical to knowing whether the school system is delivering good performance and to providing feedback for improvement in student outcomes".
(http://www.oecd.org/edu/school/46927511.pdf).

The brainstorming process that occurs in evaluating school programs and activities occurs formally (meetings) and informally (interactions at the time of evaluation). The brainstorming process of these ideas clustered in certain groups, namely critical groups, school leaders, and groups of workers. Critical groups are those who tend to give ideas or ideas of thought to the implementation of the school. Worker groups are those who tend to accept the ideas of leaders and critical groups and they are ready to carry out what is dictated.

> Brainstorming is a technique, effective in groups that were designed to increase the number of ideas generated by members to contribute to finding solutions to a problem.

Brainstorming is helpful when one needs to break from stale patterns of thinking that have already been established. It focuses on the development of new ways of looking at things (Mohammed Khzaiyem ALshammari, 2015:hlm.74).

The decision-making process for improvement will evolve into daily behavior when PTK has a self-renewal system. Self-renewal system begins with the emergence of self-awareness of the need for improvement. Self-awareness that he has this deficiency will be the beginning of the emergence of self-capacity renewal system, his group and his organization.

> Even if self-renewal processes can be extremely personal (but collective, for example, at a regional level) self-renewal capacity needs a proper leadership. As Sotarauta (2005) states, without leadership, self-renewal capacity may remain static and turn out to be a hollow shell. Leadership is then a collective power that drives forward exploitation, exploration, integration and absorption. It's more directing the ship than controlling it. However, a proper leadership is not an easy task to do (Toni Saarivirta, 2007:hlm.7).

In Saarivirta's view, organizational capacity reform is always linked to self-capacity building and this involves organizational leadership aspects. In this case, leadership becomes the determinant factor for attaining the level of self-organizational capacity strengthening.

4 RESEARCH FINDINGS: PATTERN OF PTK INVOLVEMENT THAT IMPROVES SCHOOL MANAGEMENT CAPACITY

The study found a meaning that "the involvement of PTK in school management capacity building is realized when PTK is directly part of school management activities. But not all of the involvement of the PTK became the process of developing the school capacity. The involvement of the PTK resulting in the process of developing the school management capacity when the involvement was attributed to the PTK commitment in the engagement process. Thus a category of PTK involvement can be created as follows.
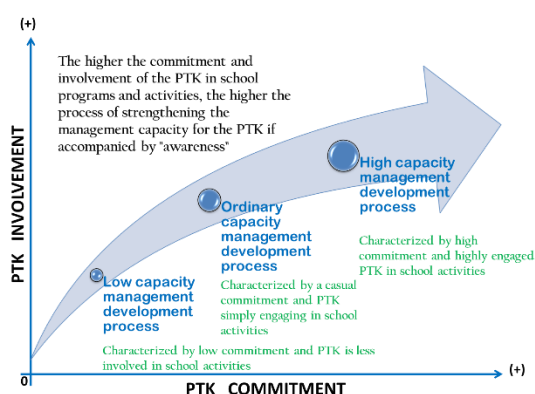
Figure 2: Range of PTK involvements in school management capacity building process.

Figure 1 show that the involvement of PTK in the school management process, at individual, group, and organization levels leads to the strengthening of the capacity / capacity of the PTK in school management when accompanied by commitment and the process is made consciously. PTKs simply following school programs and activities, accompanied by mediocre commitments, are predicted to have low reinforcement in developing the capacity of individuals, groups and organizations. Whereas PTKs who participate in school programs and activities accompanied by high commitment to advance the school and are accompanied with full awareness are predicted to have rich experience in capacity building processes of individuals, groups and organizations.

Based on these findings, there are a number of characteristics that accompany the category of involvement, commitment, awareness, and capacity building process / capacity of the following PTK.

Conditions-1 Strengthening low management capacity is characterized by the following behaviors of PTK:

a. Do not bother with the process of activities; what is planned, implemented, and evaluated in various school activities, as if apart from her life as a PTK.

b. Consider involvement in school activities as meaningless, whether associated with successful activities or with school success.

c. Feeling not part of a group / clique or school organization as a whole. They tend to work in school as school employees with specific tasks and no other activities except regular tasks. If there are tasks or problems in the work, it tends to be ignored or avoided.

Conditions 1 Strengthening management capacity is typically characterized by the following behaviors of PTK:

a. Sometimes involved in the process of an activity; what is planned, implemented, and evaluated in various school activities, sometimes becomes part of her life as a PTK and sometimes refuses. Involvement with various school activities is transactional, based on the particular value that she gets from activities / schools. The value that appears is usually related to the material or praise / award from the school leader.

b. Assessing his involvement in various school activities as meaningful or meaningless, whether associated with successful activities or with school success. Meaningfulness in following activities is more judged as unrelated to others, and more associated with himself.

c. Sometimes the feelings do not seem to be part of the clique / clique or the organization of the school as a whole. He interpreted his involvement in school as a benefit for himself, thanks to the benefit of other schoolchildren. If there are tasks or problems at work, tend to blame the school and do not want to find a solution to be part of the problem solving faced.

Condition-1 Strengthening high management capacity is characterized by the following PTK behaviors:

a. Often or always involved in the process of school activities; what is planned, implemented, and evaluated in various school activities becomes part of her life as a PTK. Involvement with various school activities is more regarded as a dedication and a part of his satisfaction.

b. Assessing his involvement in various school activities as a meaningful thing both associated with the success of the activity and with the success of the school. Meaningfulness for himself in participating in the activity is considered as always related to the wider party.

Often or always appear the feeling of being part of a group / clique or school organization as a whole. He interpreted his involvement in school as a necessity for school success. If there is a task or problem in the work, he tends to sink in looking in doing problem solving faced.

5 CONCLUSIONS

School management capacity is strengthened when there is a PTK involvement that builds awareness to engage in achieving school goals, commitment to become part of the school, and reflection on the day-to-day activities of school management.

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