A Model for School Management Capacity Building through Professional Learning Community in Senior High School

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Abstract–**Efforts to solve the problem of schools' low capacity in providing high-quality education service to their students call for a development program, integrated in daily activities of the school and performed continuously, not just as an incidental activity. Successful school management needs adaptive capacity to satisfy the professional demands and needs of the stakeholders. The management of various conditions of school organization aimed to facilitate dialogues among the Educators and Education Staff can be developed through Professional Learning Community (PLC), in which all parties can learn from the education services they provide daily. This study, conducted in three years, implements two research design. During the first year, it implements descriptive study design, using qualitative approach. Meanwhile, for the study in the second and third year, it uses research and development design. The result of the study is expected to contribute a foundation for developing education management study; specifically the management of senior high school. It can also contribute to the improvement of school quality, which will lead to the development of necessary human resources to build the nation. The targeted findings, formulated in the research questions, are the focus of the study. They are examined and analyzed comprehensively to produce an output that can be a grand theory which is useful to measure the development of education administration study in operational level.**

Keywords–**Development model, school management capacity, PLC, professional learning community**

I. INTRODUCTION

Any effort to solve the problem of schools' low capacity in providing high-quality service to their student calls for capacity building program, integrated in the schools' daily activities. Organizational capacity building is identifiable from two aspects, the resources capacity and the management capacity of the organization. Resources capacity is the hard capacities of an organization, including its infrastructure, technology, finance, and staff. Meanwhile, the management capacity concerns with the creation of conditions in which goals are set and achieved, including: planning, goal setting, distribution of responsibilities and tasks, leadership, allocation of resources, motivation and supervision of human resources, and maintaining relationship with organizational network. Various activities in organizational management can be categorized into three groups: strategic leadership, program and process management, and cooperation network and relations [1].

School capacity is a school's ability to create conditions in which the goals of the school are determined and achieved. In order to effectively achieving those goals, the school must have the capacity to effectively respond to, not only real and concrete problems, but also the new and emerging issues regarding school effectiveness [2]. This is the core of school management capacity building as a force to involve and maintain school's human resources in the effort to improve the quality of students' learning process.

The issue of organizational capacity building should be handled comprehensively [1], aiming for the improvement in learning capacity. School management capacity building through Professional Learning Community (PLC) serves, in short term, to create conducive school community in which all parties can learn together and implement the result of their learning in PTK (Teachers and educational staff) [3]. In a longer term, PLC is expected to improve the performance of school's human resources, which will lead to a better teaching-learning activities or higher satisfaction of the school's customers, namely students, parents, higher education/school institution/industry/workplace, immediate environment, and wider society, in an international scale of quality standard. In the long run, the result of school management capacity building includes the increase in school's quality, both academically and non-academically, which will result in the increased satisfaction of stakeholders. Academic quality can be measured quantitatively based on the students' scores in final exams, mid-term exams, and national (graduation) exams. Qualitatively, academic quality of a school is indicated by the improvement of students' behaviors. Meanwhile, non-academic quality is shown by the achievements of the students (in religion, sport, arts, or Olympiad) and school's administrative services [4]; [5]; [6].

II. METHODOLOGY

This study employs two approaches, namely the qualitative descriptive approach and the Research and Development approach. It is because the research aims not only to be a need assessment, as the preliminary step of R&D study in the first year, but also to produce a grounded theory that is useful as a comprehensive reference for the research in the second and the third year.

The subject and object of the study concern with the behaviors of school community in the implementation of their own functions in management of curriculum, educators and educational staff, structure and infrastructure, and financial capacities in the social setting of the investigation. The site of the study is senior high schools in West Java that scored A in accreditation and that become influential schools, i.e. those that are trusted to mentor other schools; such as SMAN 2 Bandung and SMAN 2 Tasikmalaya.

III. FINDINGS AND DISCUSSION

The descriptive analysis in Table 1 indicates that each variable has different score. For the variable of strategic leadership capacity in PLC, the dimension of self-awareness scored the highest, with a score of 4.5. It means that the principal is able to guide the teachers and other staff, display his trust of teachers' and staffs' ability, encourage teachers and staff, assist them in learning and growing, teach them how to improve their competence to achieve school vision comprehensively, develop confidence, appreciate achievement, and respect other people. On the other hand, the dimension of self-discipline needs to be improved. To do so, the principal should perform new initiatives that will promote performance, accept new challenges and translate them into clear and rational work agenda, have superior way of thinking compared to others.

The measurement of school process and program management capacity in PLC indicates that the dimension of resources scored the highest, with a score of 4.43. It means that the school has conducted various school developments planning; including adding new building, maintaining learning facilities and school building, adding networks, maintaining network, providing permits for teachers who want to go on training, appointing teachers to enroll in competitions, workshop and seminar, further

The vision of the school is developed as to provide the best educational (learning) service for students. This is in line with various studies concerning PLC, that the aim and focus of PLC at schools are the learning of the students [7];[8]. Therefore, leadership capacity building means the building or development of roles of school community members in which they accept, agree upon, and follow it up in their own capacity.

Another finding shows that the school's management capacity is realized in the form of potentials, resources, and management of those potentials and resources to support the achievement of school's vision.

education, subscribe for journals and books, and join profession association. Although the development plan is sound, the action plan is still low. It means that the school needs to improve school capacity through seminars, workshops, training, and learning quality improvement programs. It also needs to formulate guides and manuals to improve the quality of teachers and staff.

Data processing in the variable of school relationship and cooperative network capability in PLC shows that cooperative scored 4.43. It means that the school possess very highly cooperative attitude. Therefore the school is able to play the role of MGMP coordinator, to contribute in the development of school plan. MGMP coordinator is the coordinator of inter-discipline, inter-schools, and international collegiate partnership or cooperation. The school plan is developed in national and international scale.

Table 1. Variables of Strategic Leadership Capacity in PLC, School Process and Program Management Capacity in PLC, and School Relationship and Cooperative Network Capability in PLC

Descriptive Statistics				
	Minimum	Maximum	Mean	Std. Deviation
Strategic Leadership Capacity in PLC				
Vision	4	4	4.00	.000
Value	4	5	4.33	.577
Self Dicipline	3	5	3.80	.837
Self Awareness	4	5	4.50	.535
School Process and Program Management Capacity in PLC				
Vision and shared vision	4	4	4.00	.000
Skills	4	4	4.00	.000
Resources	3	4	4.43	.535
Insentive	4	5	4.17	.408
Action Plan	4	5	3.60	.516
Self Development	3	5	3.96	.751
Skill Development Model	3	4	3.80	.447
School Relationship and Cooperative Network Capability in PLC				
Kooperatif	4	5	4.43	.535
Valid N (listwise)	2			

School's potentials are the existing and yet-to-be-realized abilities and strength that the school possesses; including the abilities and potentials of teachers, structure and infrastructure, human-relation/network. The potentials of school's resources identified in this study include students, network, and students' family. The potentials already developed in the schools are the potentials of alumni and students' parents. However, these potentials are not managed systematically so that they have not been a stable power that the school can use to solve the issue of learning quality development [9]; [10].

Furthermore, another finding signifies that the involvement of the members of school community in management capacity building is realized when PTK or members of school community directly become a part of school management activity. However, not all involvement of school community members/PTK becomes a process of school capacity building. The study found that the involvement of school community members only leads to school capacity building when the involvement is related with their commitment in the process.

IV. CONCLUSION

Schools' capacity in developing and achieving their vision, missions, and goals is built through four aspects, i.e. leadership, shared learning, school creativity, and management of school conditions. Leadership capacity building means the development of individual roles of school community members in accepting and agreeing upon shared vision, and following it up according to each individual's roles. School leadership capacity building in developing school's vision, missions, and goals is performed through agreeing upon a certain future condition that all parties wish to realize as a shared expectation. Shared learning with PTK in developing school's vision, missions, and goals develops naturally in the daily process of school management in the form of school community's tacit knowledge. School creativity in setting vision, missions, and goals is realized in the form of repeated dialogue with various peopleto create new knowledge; i.e. metacognitive knowledge about school's vision, missions, and goals. School's conditions are managed to support the development of school's vision, missions, and goals. It is carried out by making school community members enjoy developing school's vision, missions, and goals through the role of school leadership, in which the latter provide cohesiveness of the community, making theschool as a family.

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