

Developing Training And Coaching Model To Improve Director's Performance In Education Institution

Shobikhul Qisom

Universitas Negeri Surabaya

Surabaya, Indonesia

shobikh_kpi@yahoo.co.id

Abstract— This research aims to: (1) find out the process of developing training and coaching model to improve Director's performance of Education Foundation, (2) know the implementation process of training and coaching model trials for Education Foundation Director to improve their performance based on the results of observation of the observer and the response of the participants, (3) know the effectiveness and practicality of training and coaching model that tested can improve Director's performance of Education Foundation, (4) know the results (output) training and coaching model that tested can improve Director's performance of Education Foundation. The results of the research and development show that the implementation process of the training and coaching model is done very good. The results of the t-test statistical analysis proved that the training and coaching products is effective in improving the understanding of the education director.

Keywords— *training and coaching, director's performance in education.*

I. INTRODUCTION

Organizers of formal path education in Indonesia are the government and society. Implementing of Foundation Activities is an individual who is capable of carrying out legal actions and has never been declared bankrupt or convicted of committing action which is detrimental to the Foundation, the community or the country based on a court decision, within a period of 5 (five) years from the date the decision is legally binding. Implementation of Foundation Activities is appointed by the Management based on the decisions of the Management Meeting for a specified period of time and can be reappointed without reducing the decision of the Management Meeting to dismiss any time.

States that the job of a leader is a managerial work that is related to determining the direction of an institution [1]. It is related to human beings. Leaders must be able to improve the style of human thinking (mindset) and style of work. In relation to the executor of the foundation's activities, director or manager or chairman of the education, then those who are followers or the person they lead is the headmaster or head of the unit. They must be able to lead the headmaster or head of the unit and their team so they can carry out their duties professionally and have a good performance.

In addition to being a leader for the headmaster and the head of the unit below, the executor of the foundation's

activities namely the director of education or the head of the education sector is also the manager who must be able to carry out the strategic and operational management that has been established by the foundation. As managers, they must have managerial skills which include: 1) conceptual skills: the ability to analyze in general, logical thinking, experts in formulating the concept and have complex and confusing relationships; creative in solving problems and ideas, able to analyze events and tendencies, anticipate changes and recognize potential opportunities and problems, 2) human relations skills: knowledge of human behavior and interpersonal processes; understanding the feelings, attitudes, motives of others from what he said and did (empathy, social sensitivity; the ability to establish effectively and cooperative relationships (tactical, diplomacy, listening skills, knowledge of social behavior that can be received), 3) technical skills: knowledge of methods, processes, procedures, and techniques for carrying out specific activities and the ability to use tools and equipment that relevant to the activity [2].

The leadership and managerial competence of the education director or the head of the education sector of a foundation can be obtained from formal education in the education management department or through intensive training and mentoring activities and intensive supervision or what is often referred to as training and coaching.

The fact is education director or head of education from foundations in East Java in particular has not been received training or mentoring or coaching leadership and management from the foundation, government or other training providers. Most of the foundations also do not have a model of training and coaching that suit with the needs of the organization. Besides it does not having a training and coaching model, the executor of the foundation's activities, namely the director or chairman of the education, most of whom do not have a master's degree in management, both corporate management and education management.

As a result, education management foundations are not able to make changes quickly in response to dynamic challenges of external and internal, the foundations are also difficult to accelerate the improvement of education quality. Another impact is that school performance has declined and the quality of private schools under the foundation is generally low. Many foundations have a great interest in developing their HR capabilities through training at work and outside the workplace. But not many have to developed

foundation human resources through coaching. This is because coaching is a new method that is relatively not massive developed outside the business world, especially in foundations. But according to coaching can be used in all profit and non-profit organizations [3].

Researchers have provided training to the organizers and executors of the activities of the foundation in education for as many as 16 generations during the 2015-2016 p. During the training and the initial visit of researchers to some of the training participants, the researchers also collected data on problems faced by educational foundations, including: (1) The legality of the foundation did not meet the provisions of the foundation law; (2) Foundation organs are not all active; (3) Founders of foundations do not own and provide funds for foundations; (4) The largest funds is from the operations of the foundation; (5) Foundation meetings are not carried out in accordance with the provisions of the Law; (6) Complete meetings of trustees, supervisors and administrators do not occur annually or not routinely; (7) People who occupy the organs of the foundation are affiliated with each other. For example, the husband is trustee and his wife is administrator. The chairperson is her husband and the treasurer is his wife; (8) Giving salary or honorarium to foundation organs that are not in accordance with the provisions of the Law; (9) Does not have a standard financial report (statement of financial position / balance sheet, activity / income statement and cash flow statement); (10) Financial records are still manual even though the funds managed are more than 3 billion per year so the recording is less accurate; (11) Not having assets recorded; Land assets on behalf of personal or family and have the potential for conflict; (12) Do not have a medium-term and long-term plan for developing a foundation; Business units of foundations other than education units such as social and economic units (businesses) do not develop rapidly.

II. METHOD

Research and development design is used in this research method. Propose ten steps in R & D developed by the staff of the Teacher Education Program at the Far West Laboratory for Educational Research and Development to improve teacher's skills in specific classes [4]. This model includes ten steps as the researcher said before, but the researcher just took six steps in this research based on limited time and money. This simplifies steps that are applied to the which are: 1) Research and information collecting, 2) Planning, 3) Develop preliminary form of product, 4) Preliminary field testing. It concludes interview, questionnaire data collected and analyzed, 5) Main product revision of product as suggested by main field-test result, 6) Main field testing [4].

III. RESULTS AND DISCUSSION

Research and development can be categorized into three main stages which are research and information collecting, developing preliminary product and evaluating. Research and information collecting includes review of literature, observations related problems encountered to improve a foundation education institution's performance, and preparation of report in the form of summarizes the foundation's problems and need for improved performance

of the Director of education. Developing training and coaching model formulated product design of training and coaching model is suggested from preliminary research phase. Product testing is an activity to test the validity, effectiveness and practicality product training and coaching model.

The results of the validation of the entire device (research product): Based on total average results from the assessment of 2 (two) validators for all devices is obtained an average score of **3.57**, so categorized as **very good** with the device's product description can be used without revision.

Observer assessment results, as follows: 1) Future education trends, according to the observers 1 and 2 for the trainer is very good and the implementation of activities is good. 2) Leadership and management strategy, according to observers 1 and 2 for the trainer is not good. 3) The strategic role of the foundation, according to observers 1 and 2 for trainer and the implementation of activities are very good. 4) Strategy for unit development, according to observers 1 and 2 for trainer and the implementation of activities are very good. 5) Management of assets and finance, according to observers 1 and 2 for trainer and implementation of activities are good. 6) Development of human resources, according to observers 1 and 2 for trainer and the implementation of activities are very good. 7. Performance report, according to observers 1 and 2 for trainer is very good and the implementation of activities is good.

The result of the observations of Participants found the activities that achieve a very good category was attendance. While the activeness, thinking together with the group, the ability to communicate, creativity, and the discussion process reach the bad category. This is because when the process of the training process mentioned above is not observed due to insufficient time to conduct discussions and question and answer, there are still trainers who are trainer center.

The results of the analysis of the aspects of Coaching 1 to 8 are as follows:

- (a) Regulatory aspects: the percentage of achievement has increased from 61% in Coaching 1 to 93% in coaching 8 with delta value of 32%.
- (b) Organizational design aspects: the percentage of achievement has increased from 57% in Coaching 1 to 88% in coaching 8 with delta value of 31%.
- (c) Aspects of organizational development: the percentage of achievement has increased from 51% in Coaching 1 to 92% in coaching 8 with delta value of 41%.
- (d) Aspects of the development of human resources: the percentage of achievement has increased from 84% in Coaching 1 to 98% in coaching 8 with delta value of 14%.
- (e) Aspects of financial development and assets: the percentage of achievement has increased from 48% in Coaching 1 to 80% in coaching 8 with delta value of 32%.

The Average of coaching achievement against the performance of the education director can be seen in the following graph:

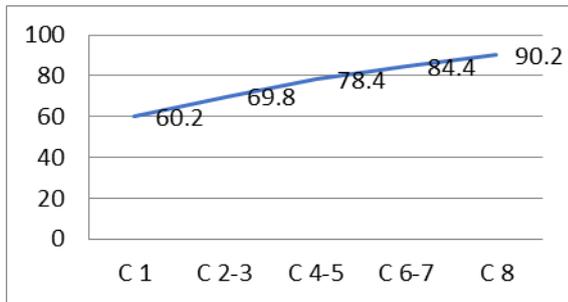


Figure 1. Average Graph of Coaching Achievement Against the Performance of the Education

Based on Graph 4.2 can be known that average percentage of coaching on performance of the education director from Coaching 1 to coaching 8 has been increased. The percentage of 60.2% on Coaching 1, increase by 9.6%. On coaching 2 became amounting to 69.8%. Then experience increase on coaching 3 at 8.6%. Next experience increase by 6% on coaching 4 at 84.4%. On coaching 5 also experience increase amounting to 5.8% to 90.2%. Average percentage of coaching 1 to coaching 8 experienced increase by 30%.

Director's performance results

The percentage difference of director's performance results before and after training and coaching as follows: a) Regulation, Regulations and Policies of Foundation from 50 is becoming 93, b) Organizational design from 35 is becoming 88, c) Organizational development from 46 is becoming 92, d) Development of human resources from 80 is becoming 98, e) Financial management and assets from 37 is becoming 80. Overall averaged is 49.6 becomes 90.2.

IV. DISCUSSION

A. Product Development Process Model of Training and Coaching to Improve Education Director's performance.

This research and development uses the Brog and Gall model. This model is selected based on characteristics of the compliance against the development by placing from 10 steps to 3. In detail the process of research and development has been done in 3 steps, namely; preliminary studies, product development and product testing.

Step I: Preliminary Studies consists of the study of the literature / literature and field studies. The study of the literature/literature consisting of books and journals or research results that are relevant to the three subjects, namely training, coaching and performance. The field studies conducted at the foundations that manage educational institutions with the main problem is that there are no Training and Coaching models for Education directors that can be used as references and appropriate information in improving the performance of education directors and Educational institutions under the auspices of

the foundation. Researchers conduct document studies that support the training and process Coaching can improve the performance of Human Resources at the LPI Al Hikmah foundation Surabaya. The LPI Foundation Al Hikmah has had 10 (ten) of the document, include: a profile of the Foundation, the Foundation's organizational structure, the details of the task, the Foundation's strategic plan, the Foundation's management system, work plan and budget performance reports of the Foundation, the Foundation, development Organization, development of Human Resources of the Foundation, as well as profiles of schools that exist under the Foundation. For details of the attached tasks in the certificate of the institution, while the foundation management system of the entire unit has been ISO certified. The foundation's organizational development plan has a slide plan for the Surabaya and Batu.

Based on the study of literature and the study of success story, it can be found that the Director of education has had the ability to: creating visionary change (breakthrough), building a network (networking), entrepreneurship and building the system.

The researcher then conducts an analysis of the duties of the education director and is found based on the analysis of the duties of the Director of Education, there are 15 details of the tasks to be done, namely: 1) organizes the activities of development education Foundation, 2) Develop and align curriculum from the lowest level to the top of the continuity in the curriculum as well as the appropriate vision, mission and goals of the Foundation, 3) Manage and control the activity of education for the achievement Standard National Education (SNP) implemented school, 4) compile and revise the work plan and budget of education, 5) coordinate and control the school budget appropriate work plan and budget of the school (RKAS), 6) coordinating the activities of human resources between schools or units, 7) Coordinate and control the activities of related relationship school with outsider , 8) Organize regular meeting of education , 9) Coordinating and control the activities preparation and fulfillment needs and maintenance of the infrastructure of schools, 10) implementing the Performance Appraisal (Performance Assessment) the principal and head unit supporting schools that exist underneath, 11) carrying out service satisfaction survey against the students and parents, 12) Coaching on performance the headmaster and the head unit supporting the existing school underneath, 13) Coordinate and control the agenda beyond the office of the headmaster and the head unit supporting schools that exist underneath, 14) duties of superiors (Supervisors, Administrators and Trustees of the Foundation) in order to achieve performance indicators particularly education Foundation, and 15) report monthly work program, semester and annual to the Chairman Executive Board of the Foundation.

Based on the thinking steps of this research (see figure 2.2), after studying literature and reviewing success stories, the next step is doing need analysis of the products. To analyze the needs, researchers are conducting preliminary

research in the Al Ibrah foundation Gresik. The data collected is whether the Foundation Al Ibrah did train and coaching as LPI Al Hikmah Foundation and how the performance of the Director of education at the Al Ibrah Foundation Gresik. The results stated that the Al Ibrah foundation had not provided training and coaching to the director of education and the performance of the new institution had reached 49.6 %.

The researcher conducted a needs analysis process before giving the training that in accordance with the opinion of Mathis and Jackson in the process of training that: Training Need Analysis (TNA) or analysis of training needs and identifying training objectives. 1) Analysis of the improvement process of Director's performance of Education Foundation. 2) Determine the design of the product training and coaching model. Product training and coaching model consists of:

- a) Theory of training and coaching model
- b) Components of training and coaching model
- c) Operational framework of training and coaching model
- d) Prototype quality indicator of training and coaching model
- e) Instrument quality indicator of training and coaching model
- f) The process of developing training and coaching model
- g) Theory of human resources performance
- h) Assessment Operational framework of Human Resources performance

Step II: Product Development

1) Product Development Training; 1) Design training, 2) Training process, concept of Adult learning (Andragogy), learning flow is as follows: a) Experience, b) Express , c) Analyze , d) Conclude , e) Apply. Development of coaching model. The following figure show training without coaching and training accompanied by coaching.

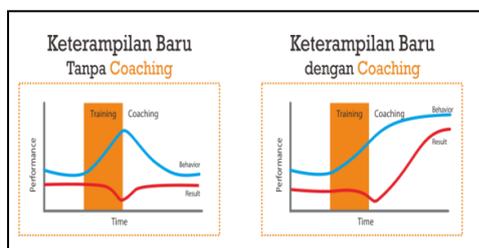


Figure 2. Development of coaching model (with and without coaching)

From the picture above shows that if the training continued with coaching, it will provide better results, because it is also accompanied by an increase in behavior. This is consistent with the results of this study that the training and coaching that was tested in this research was able to increase the average achievement of performance from 49.6% to 90.2%.

Training only contributed about 10 percent in meeting development within the organization. In contrast in the last 10 years, evidence shows that training followed by

coaching improves memory and the application of skills that have been learned in the workplace. Coaching is used to support, productivity will increase by 88 percent [3].

Step III: Product Testing

The trial was carried out 2 times to ensure that the product was ready to be distributed. After repairing the product, then did testing 2. The results of testing 2 showed an improvement in product quality which can be seen in table 4.51, table 4.61 and table 4.66. It is the final prototype that is qualified in accordance a good prototype and **Final Product** development results.

B. Effectiveness and Practicality of Product Training and Coaching Performance Improvement of Director of Education

To be valid, the product developed must qualify the effectiveness and practicality. The effectiveness of a product is marked with the goal of making the product. The effectiveness of training and coaching model is supported by response and the activity of training and coaching that shows a positive response and high activity from the director of education. When using the data of testing 2, this product is effective. This is evidenced by the increase in posttest scores and increased the performance of director training and coaching.

While practicality products are marked by the level of feasibility products. Training and coaching model is said to be practical if the model can be applied in training and coaching activities and level of implementation of training and Coaching showed a capacity to the director of education. When it uses the data in testing 2, it showed that this product is practical. This is evidenced from the observations of the implementation of training activities were good and very good categories and the participants' responses were also very good

C. Director's performance of Education before and after the Implementation of Training and Coaching

The director of education foundation is the middle manager and leader. Leaders must be able to improve the style of human thinking (mindset) and style of work. In relation to the executor of the foundation's activities, director or manager or chairman of the education, then those who are followers or the person they lead is the headmaster or head of the unit. They must be able to lead the headmaster or head of the unit and their team so they can carry out their duties professionally and have a good performance.

In addition to being a leader for the headmaster and the head of the unit below, the director of education has also a manager who must be able to carry out strategic and operational management that has been established by the foundation. Strategic management in the management of education is needed to reduce the stagnation for accelerating the improvement of education quality. The scope of strategic

management includes strategic planning, that is environmental observation and strategy formulation, strategy implementation, evaluation and strategic control [2].

As a manager, according to they must have managerial skills that include: 1) conceptual skills: the ability to analyze in general, logical thinking, experts in formulating the concept and have complex and confusing relationships; creative in solving problems and ideas, able to analyze events and tendencies, anticipate changes and recognize potential opportunities and problems, 2) human relations skills: knowledge of human behavior and interpersonal processes; understanding the feelings, attitudes, motives of others from what he said and did (empathy, social sensitivity; the ability to establish effectively and cooperative relationships (tactical, diplomacy, listening skills, knowledge of social behavior that can be received), 3) technical skills: knowledge of methods, processes, procedures, and techniques for carrying out specific activities and the ability to use tools and equipment that relevant to the activity [6].

In this research measurement of the performance of the education director from the dimensions of competence in addition to the attitude aspect, knowledge and skills aspect is also measured in a performance that is displayed in the form of the ability to form regulations, regulations and policies, the ability to organize with organization and organizational development, and ability to manage the organization in aspects of human resources, Finance, assets and networks. This is similar with that the performance criteria of education directors in carrying out their primary functions as a middle management are:

- a. There is agenda that includes goal setting and formulating short and medium term plans;
- b. Network development includes collaboration with others that can implement the agenda, lobby and build networks;
- c. The execution of the agenda by encouraging the achievement of the agenda by influencing members of the networks [6].

D. Research Findings

The important findings in this research that influence the formulation of the problem of this research are as follows:

The position of education director. In the preliminary study were found an organizational structure under various foundations according to the needs of each foundation's organization. Not all foundations appointed education directors. By studying the responsibility, authority and details of the task there are different names but the substance is the same as the director of education, namely the chairman of education, *mudir*, operational manager, chairman of the education. The researcher finds it difficult to occupy the position of education director when using the context of school-based management.

The training and coaching model becomes a unified and sequential way to improve the performance of the education director. Human Resource management experts put coaching as one method of training, not separately from the training method. Researchers found a greater impact in improving HR performance if after training followed by coaching. The barriers are there on the addition of time.

The training and coaching method is using active training and coaching strategy is an implementation of andragogy learning approach, adult learning has proven to be effective and practically applied to the director of education because they do not patronized and positioned as subjects not objects of learning.

The level of education of training and coaching participants (director of education) between undergraduate and masters does not have a significant influence on the results of training and coaching on aspects of understanding and application of the material. But the length of time he served as director affected the understanding and application of the material.

During the process of coaching at the foundation, the education director must be supported by a solid teamwork, have the same understanding and has already trained to work based on the standard or key performance indicators (KPIs) that are established by the foundation.

The products developed by researchers have specifications including: (1) is only suitable for foundations that has an organizational structure in which there is an education director or chairman of education and the person who holds the position of director of education or chairman of the education has never taken an education management master's degree and has not received training on education management for 300 hours of training; (2) only in the context of private education institutions under the Organization of the Foundation not take under the organizations as NU, Muhammadiyah, Al Ershad and others

V. CONCLUSION

Based on the results of the research, it can be concluded that;

The process of developing training and coaching models to improve the performance of the Director of Education adopted and adapted the development process carried out by Borg and Gall with 3 (three) stages: **preliminary study, product development and product testing**. Based on a preliminary study of training and coaching materials are needed to improve the performance of the director is the ability to create strategies of educational development and measure the performance of the institution or educational unit on aspects of corporate governance, organizational development, human resource development, development of networking and cooperation as well as financial management and asset. The products developed include training and coaching guide books, the implementation plan of training activities, screening the

material (slide), modules, sheets of pre-test and post-test, worksheets of participants, the training activity sheet, coaching activity sheet, performance measurement instrument. Based on the expert validation, the product has a **very good** category, it means that the product device can be used without revision.

The observation result and participant responses to the implementation process of the training and coaching model trials for the Education Director showed that the implementation process of the training and coaching models was carried out very well. The results of the t-test statistical analysis proved that the training and coaching products were effective in improving the understanding of the education director. The results of the analysis showed that the H₀ decision was rejected because the t count value was greater than the t table value, which means that there were differences in the pretest and posttest scores given to the training participants in other words, training and coaching activities were held giving influence to the education

director in improving the understanding of training materials.

The measurement results of Director's performance of Education shows that the model of training and coaching that was tested can improve the performance of the Director of education...

REFERENCES

- [1] I. Fahmi, *Manajemen Kinerja Teori dan Aplikasi*. Bandung : Alfabeta, 2010
- [2] H. Usman, *Manajemen : teori, praktik, dan riset pendidikan*. Ed. 4, Cet. 2. Jakarta: Bumi Aksara, 2014.
- [3] Kaswan, *Coaching & Mentoring untuk Pengembangan SDM dan Peningkatan Kinerja Organisasi*. Bandung : Alfabeta, 2012
- [4] W. R. Borg & M. D. Gall, *Educational Research; An Introduction*. Fourth Edition. New York: Longman, 1983
- [5] Mulyasa, *Manajemen & Kepemimpinan Kepala Sekolah*. Jakarta : Bumi Aksara, 2013
- [6] J. Gordon, Jack, *Pengembangan Manajer Berprestasi*. Jakarta: PT. Indeks, 2011