

# Model development of empowered on the job training program to improve the school leadership effectiveness

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## Abstract

**Purpose:** The development of an on-the-job training program manual model is a critical step for educational units within the framework of sustainable human resource capacity development, which aims to see the need for an on-the-job training program for school leadership teams to improve their leadership effectiveness. This certainly needs to be supported by the design of an on-the-job training program for school leadership teams to improve their leadership effectiveness as an alternative means of capacity building for school leadership teams in managing schools. In addition, it is also to see the validity, practicality, and effectiveness of the on-the-job training program model for the school leadership team to improve their leadership effectiveness which in turn can provide significance to the education services managed in schools.

**Method:** This study used a development research method based on Smith and Ragan's design. The instruments used in the study were validation and practicality sheets, model needs analysis questionnaires, interviews, and observations. Data on the validity and practicality of the model were obtained during data processing. Data processing was continued with paired sample t-test analysis using SPSS and N-Gain to determine the effectiveness.

**Results:** The results of existing research show: 1) an assessment of the feasibility of the EMPOWERED OJT model to increase the effectiveness of school leadership shows a very high validity category with an average value of 84%, and its practicality is considered very practical with an average value of 95%; 2) an assessment of effectiveness, there is a Sig value. (2-tailed) is  $<.001$ , which is  $< 0.05$ , indicating that  $H_0$  is rejected and  $H_a$  is accepted. This shows the influence of using the OJT program model manual to increase the effectiveness of school leadership. It is also seen that there is an increase in the average (gain) of the pretest and posttest data of 0.73, which is included in the medium group criteria. Based on the results of this research, the developed product model is effective and contributes positively to increasing the effectiveness of leadership in schools, in this case, in the ranks of school leaders.

**Keywords:** *on-the-job training, leadership effectiveness*

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## 1. Introduction

As summarized in a report entitled Improving School Leadership by the Organization for Economic Cooperation and Development (OECD) (Pont, Moorman, & Nusche, 2008), school leadership has become the main agenda in education policy in line with countries' efforts to improve student learning outcomes and restructure their educational institutions. However, in many countries, men and women who oversee education are overworked, underpaid, and nearly ready to retire. Moreover, few people want to work. Which leadership roles have the greatest impact on improving student learning? How should various leadership roles be divided and assigned? How do we ensure that both current and future

school leaders have the competencies necessary for successful leadership? These issues are faced by governments everywhere.

With the increasing expectations of the duties and functions of the school leadership team in their leadership capacity, the expectations of each existing educational unit, especially those managed by the community that are usually established under the auspices of a foundation, will also be higher for a mechanism to prepare for increasing leadership capacity in schools so that they can contribute more to realizing the school's ideals of making the life of the nation intelligent. However, this seems to be in conflict with the existing conditions in the field where the mechanism in question contains terms and conditions which sometimes prevent the majority of private education units from being able to fulfill them, so that they continue to comply with the rules determined by the government in this is the Ministry of Education and Culture.

Based on Minister of Education and Culture Regulation Number 6 of 2018 concerning the Assignment of Teachers as School Principals, every school principal is required to have certification as a prospective school principal. This certificate is a requirement for professionalism in carrying out tasks, including managerial, supervisory, and entrepreneurial development. The Secretary of the Directorate General of Teachers and Education Personnel, Ministry of Education and Culture, Wisnu Aji, said that of the 311,933 school principals, approximately 230,000 school principals do not yet have NUKS. Of those, 210,368 school principals have been appointed as principals, and the rest are still prospective principals. Strengthening through school principal training is very important, because it aims to develop the competence of school principals in Indonesia so that the quality of education is also expected to get better (Afriyani, Indrayani, Indrawan, Wibisono, & Ngiliman, 2023). Another problem is that school principals are still not yet certified as educators. In fact, as a school principal, in addition to having a previous school principal certificate, you must first have a professional teaching certificate, as stated in the Minister of Education and Culture Regulation.

The obstacles that have been announced continue to be a threat to achieving standardization of leadership skills among educators, who hope to be able to carry out their mandate in the future by becoming professional school principals. Another obstacle that becomes an obstacle is the existence of this mechanism, namely the low quota of participants who can take part in the driving teacher education program. This further limits the opportunities that should exist for all educators to be able to take part in the program in question, which in the end also affects the final results, where the level of achievement of the number of teachers who have obtained driving teacher certification is not very significant compared to teachers who have not taken part due to a lack of compliance with the criteria. and selections were applied. In addition, if you look inside the education unit itself, where there are educators from different backgrounds, there is also a diversity of ways in which teachers carry out their main tasks and main functions as educators in schools that are in the spotlight of the closest stakeholders. who become direct consumers of the provision of educational services to existing students.

This research will later discuss how leadership configurations that should be standardized, which are initially different and shaped by cultural and educational influences from where they previously worked, can be harmonized with broader expectations and demands from the mandate they carry as school leaders, both from governance practices. and school organizations through an on-the-job training mechanism. This study establishes several assumptions that clarify the importance of leadership in planned transformations. The demand to make the leadership of school leaders more effective certainly requires a review of the efforts that can be made so that school leadership can play an optimal role in improving the quality of education through the mechanisms that have been previously presented. Because of the hope, after going through a capacity strengthening mechanism in the context of increasing the leadership competency of the school leadership team, as research conducted by Ekosiswoyo (2016) found that there was a significant influence of leadership effectiveness on teacher performance.

Through the development of an existing on-the-job training program for school principals dedicated to the school principal team at the Madani Scholar Insan School, it is hoped that it can provide a solution to strengthen the capacity and competency expected of every school leader. It aligns with the movement to transform education, which is gaining popularity and has the potential to bring about long-term change through comprehensive initiatives, not just superficial or local ones. Such transformations occur in a variety of situations with the right organizational and structural conditions. When this happens, transformation can be greeted with enthusiasm as the concept of change is reimagined. However, based on what is considered an effective approach, there has long been a focus on learning from systemic change, improvement, and reform (Ko and Sammons, 2016; Townsend, 2007). While emphasizing the local diversity of these principles, school effectiveness findings often highlight principles that have proven useful despite contextual differences (Putra & Istiyani, 2022).

This on-the-job training program, which is planned to apply the 70 20 10 system, can facilitate learning opportunities for school principals by seeing and being directly in the real work environment where they do not need to leave their workplace environment and can directly carry out what is planned in the OJT program, apart from being a leadership team that already knows the school environment where they work, which is an additional advantage of this capacity and competency strengthening program mechanism.

## **2. Literature Review**

### **2.1. *Constructivist Learning Theory***

This theory focuses on what learning is applied and how. This is due to the involvement of knowledge construction by individuals, not solely relying on receiving information from the outside. In other words, the active role of an individual in constructing knowledge is the focus of this learning theory. The construction of knowledge is carried out through the interpretation of new information based on previous experience and the knowledge that the individual already has. In other words, in this learning theory, nature is not about the transfer of knowledge from the teacher to the students, but rather about how the students in question become the center of learning independently by constructing their knowledge where the teacher will play more of a role as a learning facilitator.

Constructivist learning theory is oriented towards developing an approach that is centered on students and their interactions with the environment and other individuals in the context of forming their own knowledge. This view also places students as subjects of learning that can be facilitated by a differentiated learning approach, both in terms of learning content, processes, and products.

### **2.2. *Understanding On the Job Training***

In line with the times that have been supported by technological developments, every educational unit is required to always be able to make breakthroughs in order to survive at the operational level of school management, which is never separated from the guidance of existing leadership, especially in private schools located under the auspices of the foundation. This condition impacts the need to develop a network of competent new school principals, which means there is a huge need for effective school principals to lead their schools. This can be mitigated through a series of approaches to identify the best principal candidates in schools, especially from the talent pool that exists within the school itself. In the context of this research, it will be argued that there is the institutionalization of several strategies that effectively transform the experience of the existing talent pool into a structured program to develop the skills needed to be appointed as school leaders.

Foundations can prepare the talent pool within foundations and schools through on-the-job/school training, which allows them to experience the core activities of leading a school. In the context of OJT, this means that the existing talent pool will receive full guidance and support from both the foundation and active school principals, or even a group of existing experts, so that they can learn from the opportunities designed to continue developing the competencies needed to be an effective school leader. The foundation, in turn, will get a condition in which the school under its care will receive the results of the training in the form of the best principal candidates who have been prepared to be able to manage

the school so that it can continue to be sustainable. Overall, these strategies can help address the major challenges faced by every private school foundation to meet the need for effective school leaders.

### **2.3. Understanding Effective Leadership**

Many people have defined the concept of leadership effectiveness in various ways. In fact, Amegayibor ((Amegayibor, 2021); Bass and Stogdill (1990) cataloged and interpreted nearly 5,000 studies on the concept and found considerable variation in its definitions. Barbuto (1997) captured this problem very clearly in a statement that is still widely quoted today: "Leadership," he said, "is one of the most widely observed, best observed, and least understood phenomena in the world" (Barbuto, 1997). People seem to accept the standard understanding that leadership is what a leader does and that a leader is simply someone who has power over others. An inclusive definition of leadership effectiveness is "the successful use of individual influence by one or more individuals to achieve common goals that are satisfactory to all parties involved."

The definition of effective school principal leadership, as stated by Putra and Istiyani (2022) in his research, states that the principal is a leader figure who is the main driving force who has responsibility for determining school policies to achieve educational goals. has been determined by the school, so that, ultimately, the quality of education can be accounted for. Therefore, the principal's expected leadership is that of the principal, who is effective in developing his leadership oriented towards school-based management. The principal's efforts through his leadership can be in the form of (a) empowering teachers to carry out the learning process well, smoothly, and productively; (b) completing work tasks within a specified time and not wasting time and in accordance with the available budget allocation; (c) maintaining harmonious communication with the community who are actively involved in realizing the educational goals set by the school; (d) applying the principles of effectiveness, efficiency, fairness, responsibility, and accountability; and (e) working with the management team and involving all school components, including students.

## **3. Research Methods**

### **3.1. Types of research**

This research was conducted using a development model that includes the process of designing, developing, and implementing a new product, system, or innovation. This development model can also be used to provide systematic and structured step-by-step guidance for producing new models or improving existing ones. The model used in this research is the Smith and Ragan model, which was introduced in their book entitled "Instructional Design" (Ragan & Smith, 1999). The S&R model has its roots in Robert Gagne's learning theory Ragan and Smith (1999) proposed this learning system design model which tends to apply cognitive learning theory. S&R is a systems-oriented model suitable for teaching large volumes, such as entire courses or curricula, focusing on strategy development. The design process was iterative.

This OJT program product will be tested on existing school leaders, but it is aimed at school leaders in both sections and units within the Madani Scholars School, with the aim of being a means of holding small-scale trials. Qualitative and quantitative data were used in this development research. Qualitative data will be obtained from validity results from experts, both in language and material, as well as from feedback collected from the school leadership team within the Madani Scholars School. Qualitative data are descriptive and contextual in nature, which is useful for understanding the context from the perspective of the OJT participants. Meanwhile, quantitative data, which are numerical, measurable, and can be calculated, will be obtained from the distributed questionnaires.

### **3.2. Development Procedure**

The learning system design model proposed by Smith and Ragan consists of several main steps and procedures. The analysis consisted of the following steps:

### *3.2.1 Learning Environment Analysis*

Analyzing the learning environment includes steps to determine the needs of the learning process and the environment in which the program is implemented. The analysis stage of this model was used to identify learning problems.

### *3.2.2 Analysis of Student Characteristics*

Student-characteristics analysis involves activities or processes to identify and determine the characteristics of students who participate in a designed learning program. The characteristics of students who participated in a learning program included socioeconomic conditions, mastery of content or subjects, and learning styles. Students' learning styles can be categorized into auditory, visual, and kinesthetic. Learning style is an individual's characteristic in carrying out an activity or learning process. Students with a visual learning style can easily absorb knowledge and skills through their sight. This means that students with a visual learning style can easily learn by reading and seeing themselves. In contrast, students with an auditory learning style can easily absorb content and topics through auditory listening. One of the characteristics of auditory learning is that students prefer to read aloud, study, and discuss in groups when studying. Students with a kinesthetic learning style usually use materials during the learning process.

### *3.2.3 Learning Task Analysis*

Learning task analysis, also known as task analysis, is the step taken to create a description of the tasks and procedures that a person must perform to achieve a level of ability to complete a particular task. Task analysis is needed to determine the specific learning objectives that students need to achieve the level of ability to perform the task. These specific learning objectives are typically arranged hierarchically.

### *3.2.4 Create Test Tasks*

Test assignments were created to assess whether the designed learning program helped students achieve their specified learning abilities or goals. Written exam questions must be valid and reliable so that they can be used to assess a student's ability to achieve a learning goal.

### *3.2.5 Determining Learning Strategies*

Learning strategies are determined to manage learning programs designed to help students carry out meaningful learning processes. Learning strategies in this context can be interpreted as tactics that must be carried out by instructors to help students achieve optimal learning outcomes.

### *3.2.6 Producing Learning Programs*

Producing a learning program means there is a process or activity for translating the learning system design that has been created into teaching materials or learning programs. The learning program is the output of the learning system design, which includes a description of competencies or objectives, methods, media, strategies, and content or learning materials, as well as an evaluation of learning outcomes. Instead of using the term task analysis, Smith and Ragan chose to characterize their method as learning task analysis. They describe the key difference as "transforming a statement of purpose into a form that can be used to guide subsequent design" (Smith & Ragan, p. 76). The influence of Robert Gagne and Charles Reigeluth in their emphasis on condition-based instructional design models is illustrated in this analysis. Brown and Green (2006) describe information processing analysis in Smith and Ragan's approach as a key step in this process.

In this development research, researchers used the S&R model because it is a learning system model that refers to a systematic process of applying learning principles to planning learning materials and activities. Learning is the process of presenting information and activities that provide convenience and facilities for the achievement of students' expectations in the form of learning goals. Learning is a process of conditioning activities that focuses on student learning. Development activities are in sequential stages. In other words, this model is classified as procedural and positivistic with detailed

development stages. This is in line with the hope of researchers who want to develop on-the-job training programs for school leaders to improve the effectiveness of existing leadership.

### **3.3 Product Test Design**

In the context of Smith and Ragan's instructional development model, product testing of on the job training (OJT) programs can involve steps and procedures that are aligned with instructional design principles:

- 1) Analysis of OJT needs
- 2) Design of instructional materials including the selection of instruction methods
- 3) Development of instructional materials
- 4) Mentor or instructor training
- 5) Internal and external trials, including to determine validity, practicability and effectiveness
- 6) Revision and improvement
- 7) Formative and summative evaluation
- 8) Full implementation of OJT

The steps and procedures mentioned above follow a systematic approach and are based on the principles of instructional design.

### **3.4 Data Collection Techniques**

The data collection technique is the author's method of using several assessment instruments, including the following:

- 1) Interview.
- 2) Questionnaire.
- 3) School Leadership Team Assessment Sheet.
- 4) Documentation.

### **3.5 Research Instruments**

The research data that are taken are then collected so that they can be processed using the research instruments. The following table explains the research instruments used to support the implementation of the research questions.

Table 1. Research instruments

No.	Data	Data source	Research Instrument
1	Needs analysis	School leadership team	Questionnaire
2	Expert assessment/validation	Linguist	Validation sheet
3	Expert assessment/validation	Material expert	Validation sheet
4	Expert assessment/validation	Media expert	Validation sheet
5	Job assessment	School leadership team	The assessment sheet

### **3.6 Data Analysis Techniques**

#### **3.6.1 Validity analysis model**

This section presents an analysis of the validation results obtained from material, language, and media experts. A recapitulation of the data obtained from the validation results was then analyzed to determine the level of validity of the model product being developed. The module validity percentage (Suharsimi Arikunto, 2010:75) can be calculated as

$$Vah = \frac{Tse}{Tsh} \times 100\%$$

Information:

Vah: Expert Validation

Tse: Total empirical score

Tsh: Maximum total score

After calculating and obtaining the results, they can be compared with the validity criteria in the table below.

Table 2. Validity criteria

No	Criteria	Validity Level
1.	$81\% < V \leq 100\%$	Very valid, (can be used)
2.	$61\% < V \leq 80\%$	Valid, (may be used without revision)
3.	$41\% < V \leq 60\%$	Quite Valid, (can be used but needs revision)
4.	$21\% < V \leq 40\%$	Invalid, (recommended not to use)
5.	$0\% < V \leq 20\%$	Invalid, (not to be used) (tidak boleh digunakan)

### 3.6.2 Manual Practicality Analysis

$$P = \frac{\sum f}{N} \times 100\% \dots$$

Information:

P = Final value

$\sum f$  = Total score

N = Max Score

Table 3. Practicality Criteria

No	Criteria	Validity Level
1	$86\% < P \leq 100\%$	Very Practical
2	$71\% < P \leq 85\%$	Practical
3	$56\% < P \leq 70\%$	Quite Practical
4	$41\% < P \leq 55\%$	Less Practical
5	$0\% < P \leq 40\%$	Impractical

Adapted from Hobri (2020).

Percentage results were used to provide answers to the aspects studied.

## 4 Results and Discussion

### 4.1 Ideal conditions

Moving on from conditions where the need for a strong school culture that covers all school members without exception is real, a good school culture can be a solid foundation in delivering students to



achieve full potential development by achieving various kinds of academic and non-academic achievements., then the presence of a school leader who is firm and understands the main tasks and functions as a whole is very significant. The presence of a leadership figure with a complete character and skills is certainly the hope of every educational institution without exception. Standardization of this matter is a note for schools to be able to achieve ideal conditions because there are conditions in the field that are often encountered, which become obstacles to the smooth progress of strengthening school leadership capacity, as extracted from the Ministry of Education and Culture's teacher information center page (<https://pusatinformasi.guru.kemdikbud.go.id/hc/en-us/articles/18568392096153-Cek-Kualifikasi-Persyaratan-Seleksi-Kepala-Sekolah>) that explain several mandatory criteria and conditions that a person must have if they want to be selected as a school principal.

#### **4.2 Real Conditions**

From the results of the questionnaire distributed among school leaders, starting from the deputy principal level, unit heads, section heads, up to the principal level, and directors, it can be seen that there is a condition where the school leadership team does not yet fully have a common understanding of how to carry out their main duties and functions. has to be done, even though they believe that self-development activities carried out at school will bring change in a more positive direction in supporting the creation of a school culture that is more accommodating in facilitating students' growth, development, and achievement. This is in line with Suherman et al. (2023), who state that increasing school capacity (school capacity building) begins with increasing the ability of teachers and staff, and the principles used are collegiality and sustainability (Komariah, 2014). This shows that school capacity-building programs are not instant and easy; they require hard and consistent efforts. The results of the questionnaire referred to at the beginning also show the same thing, that there is 1/3 of the total population, indicating the need for capacity-building efforts to support increasing the ability of teachers and staff to carry out their main duties and functions, which will ultimately contribute to the formation of a better school culture.

#### **4.3 Development needs**

The program called "EMPOWERED" OJT shows that this program focuses on the main aspects of empowerment in the training context. The name "EMPOWERED" is an abbreviation of

##### **E – Engagement/Involvement**

Participants should be actively involved in the learning process, encouraging their participation and interaction during OJT.

##### **M - Mentorship:**

A mentorship program should be established to provide guidance and support so that participants can learn from experienced individuals.

##### **P – Personalized Learning/ Personalized Learning**

Tailor training programs for individual needs and learning styles ensure a more effective and personalized experience.

##### **O – Ownership:**

Foster a sense of ownership and responsibility among trainees, encouraging them to take control of their learning journeys.

##### **W: Workplace Integration**

Seamlessly integrates training into the workplace, making it relevant to daily tasks and responsibilities.

##### **E – Empathy:**

Develop an empathetic environment in which instructors understand the challenges trainees face and foster a supportive atmosphere.

##### **R: Resource Accessibility:**

It provides easy access to resources and information, empowering trainees to acquire knowledge and skills at their pace.

##### **E Evaluation and Feedback**



Regular evaluation and constructive feedback should be implemented, enabling continuous improvement and growth.

#### **D: Development Opportunities**

Offers ongoing development opportunities, both within and outside the OJT programme, to empower trainees for future success.

#### **4.4 Discussion**

From a comparison of ideal conditions with real conditions in the field, it can be seen that there are several factors that form the basis for the need for a leadership capacity development program in schools:

1. Some school leadership teams do not yet have a uniform understanding of the main tasks and functions of the work they perform. Of course, this does not happen solely because the human resources in question have low competencies. Another factor that is no less interesting is the lack of leadership capacity development activities that are organized in a more structured and sustainable manner.
2. The school, as the institution that houses it, does not yet have enough resources to facilitate similar activities with a neater, more structured, and sustainable system. Thus, schools can play a better role in developing enthusiasm and attention for activities that lead to increasing and developing leadership capacity.
3. There is a need for training materials and training tasks that must be prepared in order to bridge the needs of the OJT training participants themselves so that the OJT program can run well because from the start it has been planned comprehensively, which refers to the training participants with all their uniqueness, both in terms of learning styles and expectations in the framework of completing his mandate as a school leader. The same analogy can be applied at both the teacher and staff levels.
4. Design and development strategy. At this stage, in accordance with Smith and Ragan's research method, which is full of instructional design, it is clear how this OJT program manual model should be designed and developed further. Three instructional design developments must be considered at this stage.

Tabel 4. model manual program OJT

No.	Component	Indicator	Real Score	Ideal Score
1	OJT program objectives	In accordance with general educational goals	5	5
		In accordance with school leadership development	4	5
2	Educational theory	Based on relevant educational theories	5	5
3	Education standards	In accordance with applicable educational standards	5	5
4	Training methods	Supports effective learning	5	5
		Encourage active involvement of participants	5	5
		Compliance with best practices	4	5
5	Material	Relevance of the material	4	5
		Material coverage	5	5
		Material interrelationships	5	5
Total Score			47	50
Percentage			94%	
Validity level			Very Valid	

#### 4.5 Test the validity of the material

As can be seen from the results of the validity tests that have been carried out by experts according to their field of expertise, it can be seen that in terms of language, media/product, and also existing materials, for the development of the OJT program manual, it is declared valid for use in this research.

#### 4.5 Practicality test

The results of the practicality test were as follows:

Table 5. Practicality test

No.	Aspek Penilaian	Real Score	Ideal Score
1	Relevance of material	5	5
2	Suitability of training methods	4	5
3	Time flexibility	5	5
4	Participatory interactive	5	5
5	Practical engagement	5	5
6	Team collaboration	4	5
7	Ease of access to resources	5	5
8	Feedback	5	5
Total Score		38	40
Percentage		95%	
Practicality Level		Very Practical	

Based on the results presented above, it can be stated that the development of the OJT model to increase the effectiveness of school leadership can be carried out considering its fairly high level of practicality, which indicates ease of use and is relevant to the school's need to provide a leadership team that is more committed to increasing its leadership capacity.

#### 4.6 Level of effectiveness

At the effectiveness level, the researchers used SPSS to process and analyze the collected data. The collected data were obtained from respondents who had distributed questionnaires before the manual model of the OJT program itself was socialized, which is called a pre-test. After the pretest activities are carried out, respondents will receive treatment in the form of socialization to introduce a training mechanism that can support the achievement of better quality human resources in schools in accordance with school needs. With the same series of questions in the pre-test, the same respondents were again given a questionnaire to be able to carry out a post-test after the treatment in question was held. The author used a paired T test administered via SPSS using both data (pre- and post-test) from all respondents, the results of which are shown below:

Table 6. Level of effectiveness

Paired Samples Test									
		Paired Differences				Significance			
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper	t	df	
Pair 1	Pretest - Posttest	-10.706	5.486	1.331	-13.526	-7.885	-8.046	16	<.001
									<.001

From the results of the paired T test above, it can be seen that we can find the answer to whether or not there is an influence of using the OJT model manual development on increasing the effectiveness of school leadership. If you look carefully, the Sig value can be observed. (2-tailed) is <.001, which is < 0.05, indicating that H<sub>0</sub> is rejected and H<sub>a</sub> is accepted. This shows the influence of using the OJT program model manual to increase the effectiveness of school leadership. In addition to the effectiveness test above, the author also used N-gain to analyze the effectiveness of the OJT model being developed. The normalized gain or N-gain gain was calculated using the following formula:

$$N \text{ Gain} = \frac{\text{Post-test scores} - \text{pre-test scores}}{\text{Ideal scores} - \text{pre-test scores}}$$

$$N \text{ Gain} = \frac{\text{Skor Posttest} - \text{Skor Pretest}}{\text{Skor Ideal} - \text{Skor Pretest}}$$

Note: The ideal score is the (highest) score that can be obtained.

According to Katahama and Bozorgzadeh (2023), the categorization of the N-gain value can be determined based on the N gain value or from the N gain value as a percentage (%). We can see the distribution of the N-gain value categories in the following table.

Table 7. Distribution of Gain Scores

#### Kategori Tafsiran Efektivitas N-Gain

Presentase (%)	Tafsiran
< 40	Tidak Efektif
40 – 55	Kurang Efektif
56 – 75	Cukup Efektif
> 76	Efektif

Sumber: Hake, R.R, 1999

Meanwhile, the division of N-gain acquisition categories in the form of percent (%) can be seen in the table below.

Table 8. Categories of N-gain Effectiveness Interpretation (%)

#### Pembagian Skor Gain

Nilai N-Gain	Kategori
$g > 0,7$	Tinggi
$0,3 \leq g \leq 0,7$	Sedang
$g < 0,3$	Rendah

Sumber: Melzer dalam Syahfitri, 2008:33

Next, the increase in the pre-test score with the post-test score was calculated using a gain index analysis. The gain used in this research is the normalized gain, also known as the N-gain. The effectiveness of the teacher recruitment manual in the teacher recruitment process can be determined using N-gain. The test results for increasing the average post-test and post-test value data at the limited-scale product trial stage are shown in the following table.

Table 9. Average Increase Test (Gain)

Criteria	Score
Average Pretest Score	23
Average Posttest Score	35
Average Difference	12
Gain Value	0,73
Percentage Value	73
Gain Index Criteria	currently
Effectiveness Category	effective enough

From the Average Increase (gain) test table, it is known that the average increase (gain) of the pretest value data and post-test value is 0.73 and is classified as a medium criterion with an effectiveness percentage of 70%. Thus, it can be concluded that manual use was effective.

## 5. Conclusions

### 5.1 Conclusions

Looking back at the suitability of the research topic with the location where the research was conducted, it is clear that

- 1) Based on the needs analysis that has been conducted and discussed, it is true that there is a need for a standard mechanism for training, which in this research focuses on school leaders, to be able to become the basis for running similar self-development programs.
- 2) The development design of this OJT manual model is oriented towards instructional design, which is widely used in designing various kinds of training strategies and is clearly presented through various types of activities that can be carried out by participants later.
- 3) The results of the validation tests, material tests, and media tests, including effectiveness and practicality, confirm that the development of the manual model has met the validity aspect so that it can be used further in the running process of the leadership effectiveness capacity development program in school.

### 5.2 Suggestions

The researcher hopes that the study can continue to be developed so that the scope of the research can be greater with additional technological support that can provide unlimited support at the implementation level. The manual model in question can have additional features that can digitally facilitate the development of leadership capacity, not only for school leaders but also for teachers, both class teachers who act as homeroom teachers and subject teachers. "This hope cannot be separated from the aspect of how we as educators continue to want to develop ourselves, broaden our horizons and be more open in order to be able to make all changes a blessing that must continue to be maintained so that we are more adaptive and set an example for students who are entrusted with the spirit of empowerment." EMPOWERED, " which was proposed in this study. Thank You.

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