Journal of General Education and Humanities
Vol. 5, No. 6, December 2026, pp. 7403 – 7415, https://doi.org/10.58421/gehu.v5i6.2265
ISSN 2963-7147

Development of a School Partnership Management Training Module to Improve the Managerial Capacity of Senior High School Principals in Sekadau Regency

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Article Info

Article history:

Received 2026-10-15
Revised 2026-11-11
Accepted 2026-11-14

Keywords:

ADDIE
Managerial Capacity
Principal
School Partnership Management
Training Module

ABSTRACT

This study aimed to develop a valid, practical, and effective school partnership management training module to strengthen senior high school principals' managerial capacity in Sekadau Regency. It was motivated by low partnership management competence: all 21 principals were categorized as "Poor" or "Very Poor," particularly in program implementation (45.2) and supervision and evaluation (42.8). This research and development design used a mixed-methods approach adapted from the five-stage ADDIE model: Analysis, Design, Development, Implementation, and Evaluation. Participants included five principals for interviews, seven for a focus group discussion, two expert validators, five principals for a limited trial, and ten for a broader trial. The module was evaluated using a four-point Likert-scale instrument. Quantitative data were analyzed using mean scores, N-Gain, and a paired-samples t-test; qualitative data were analyzed through the interactive model of Miles, Huberman, and Saldaña. The findings indicated that the module was valid, with feasibility scores of 82.3% from material experts, 79.5% from language experts, and 81.7% from instructional media experts, all "Very Feasible." Its practicality score was 84.2% ("Very Practical"), with readability (88.0%) and ease of use (86.0%) as its strongest features. Effectiveness was demonstrated by an increase in the mean score from 48.7 ("Poor") to 76.4 ("Good"), an N-Gain of 0.54 ("Moderate"), and a significant difference ($t = 8.742$, $p < 0.001$). The greatest improvement occurred in supervision and evaluation, followed by implementation, organizing, and planning. The module is suitable as a training guide for strengthening principals' partnership management with families, businesses, and communities.

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1. INTRODUCTION

Tri The Three Centers of Education (Tri Sentra Pendidikan) proposed by Ki Hajar Dewantara places the family, school, and community as three mutually complementary centers of education. In this conception, the principal acts not only as a manager of the educational unit but also as a bridge that ensures synergy among the three centers of education. Principals are required to be able to mobilize active collaboration with parents and community elements, because educational success cannot be achieved by the school alone [1]. Revitalizing the Three Centers of Education requires proactive school leadership in building partnerships [2]. Principal leadership is the second most influential factor after classroom instruction in contributing to student learning outcomes [3]. Ki Hajar Dewantara's concept of leadership with an independent spirit reinforces the importance of systematically developing partnership management competencies, because the system he developed emphasizes educators as mentors, motivators, and role models [4]. In the concept of the Three Centers of Education, school partnerships with families and the community are collaborations based on mutual cooperation and equal standing among family, school, and community [5]. Revitalizing the Three Centers of Education is urgent to restore character as the central axis of education. A cross-sector collective impact approach effectively addresses the complex challenges of school leadership [6]. The benefits of family involvement span three dimensions: students' academic achievement and positive behavior; improved parental views and satisfaction; and enhanced school climate and quality. Ki Hajar Dewantara, in his educational conception, stated that the synergy of the Three Centers of Education will cultivate character and a culture of achievement, with the family as the first and foremost center of education [7]. Educational leadership preparation must be carried out through university-school partnerships, yet research on its effectiveness remains limited [8]. Indonesia has responded by strengthening educational partnerships through various policies that adopt Ki Hajar Dewantara's ideas on the Three Centers of Education. The educational leadership pattern initiated by Ki Hajar Dewantara is essential for building character education values in Indonesia, as it is connected to preserving Indonesia's diverse cultural values. Programmed interventions such as training and mentoring can significantly improve the quality of school-family partnerships. Thus, strengthening the principal's managerial capacity to manage partnerships is a prerequisite for realizing a holistic and sustainable educational ecosystem.

Sekadau Regency, located in West Kalimantan Province, has distinctive geographical and demographic characteristics. According to Data Pokok Pendidikan Dikmen Kemendikbudristek [9], secondary education units in Sekadau Regency are spread across seven districts with an uneven distribution. Sekadau Hilir District has the highest concentration, with 8 senior high schools, 3 vocational high schools, and 1 special needs school, while districts such as Belitang and Belitang Hilir have only 1 senior high school and 1 vocational high school. This disparity shows that schools in districts with easy access to government and economic centers have more partnership opportunities than schools in remote areas, requiring an adaptive, contextual partnership management approach.

Sekadau Regency has strong partnership potential through its leading sectors of oil palm plantations, rubber, agriculture, and MSMEs that require skilled labor from senior

high school graduates; however, the communication bridge between schools and the business world is often poorly established. Senior high school principals in Sekadau Regency still face difficulties in developing systematic partnership programs because school work plans and activity and budget plans often do not explicitly include measurable partnership strategies and targets. If partnerships are weak, the impact on schools is very significant. Schools will lose access to external resources, support from parents and the community will decline, school programs will not receive reinforcement from the environment, graduates will struggle to be absorbed into the workforce due to competency mismatches with industry needs, and schools will lose opportunities to develop innovations based on local potential. In the long term, weak partnerships can reduce public trust in the quality of education delivery at the school.

This difficulty is exacerbated by the scarcity of teaching materials or practical guides that principals can use as references. So far, principal training has focused more on administrative, financial, and general curriculum aspects, while partnership has received little attention. The success of school partnerships is largely determined by the principal's competence in designing and implementing partnership programs systematically [10]. Without adequate practical guidance, partnership activities tend to be incidental and unsustainable. Partnerships are acknowledged as conceptually important, yet their implementation in the field still faces various structural and cultural obstacles, including limited practical reference materials for school leaders [11].

Before developing the training module, the researcher conducted a preliminary study to map the objective condition of partnership management competence among senior high school principals in Sekadau Regency. This mapping was carried out through the distribution of questionnaires and limited interviews with 21 senior high school principals. The competency assessment instrument was developed based on four main aspects of partnership management sourced from [12]. Pretest data on the partnership management competence of 21 senior high school principals in Sekadau Regency showed an average competency score of 47.3, which falls into the “Poor” category. The two lowest aspects were Program Implementation (45.2) and Supervision and Evaluation (42.8), both in the “Very Poor” category. Meanwhile, the Planning aspect (52.3) and Organizing aspect (48.7) were still in the “Poor” category.

In the Planning aspect, most principals did not yet have systematic partnership planning documents; school work plans did not explicitly include partnership strategies, targets, and success indicators. Partnership activities were more incidental, driven by urgent needs rather than the result of mature annual planning. In the Organizing aspect, the structure and mechanisms for managing partnerships were not well established; most schools did not have a dedicated team or person in charge of partnership affairs, so roles among the principal, vice principals, teachers, and school committee remained vague and overlapping.

The Implementation aspect was the most concerning finding because principals rarely met regularly with parents, had not used the potential of businesses and industries around the school, and lacked structured community involvement programs. Communication with parents was still limited to report card distribution or when problems

arose with students. In the Supervision and Evaluation aspect, which obtained the lowest score, almost all principals admitted that they had never evaluated partnership programs; there were no instruments, success indicators, or follow-up actions. From the survey data of 21 senior high school principals, 16 individuals (78.3%) were in the "Poor" category, 5 individuals (21.7%) were in the "Very Poor" category, and not a single principal reached the "Fair," "Good," or "Very Good" category. These data indicate that 100% of senior high school principals in Sekadau Regency have partnership management competencies below the expected standard.

The results reinforce the urgency of developing a training module because weak partnership management has serious implications for education quality. Schools with poor partnership management will struggle to access external resources, lose support from parents and the community, and fail to build graduate relevance to the workforce. The availability of a comprehensive and applicable training module is an urgent need, namely a module that not only contains theory but is also equipped with concrete examples, case studies, worksheets, and evaluation instruments.

Various previous studies have examined the importance of school partnerships, principal competence, and training module development separately. However, the literature has a significant gap in integrative efforts that develop a school partnership management training module tailored to senior high school principals in areas with geographical and socio-economic characteristics such as Sekadau Regency. [13] meta-analysis of 51 studies proved that consistent and programmed family involvement positively correlates with improved student academic achievement, but it does not provide operational guidance for principals to manage such partnerships. Prastowo [14] identified five domains of principal managerial competence, including strategic partnerships, but the study was conducted in Lithuania with a very different cultural context and education system.

Pribadi [15] found that the personality and social competencies of principals make the largest contribution to leadership effectiveness, but their study did not specifically develop training interventions to improve these competencies. Rosyanto et al. [16] developed a participatory blended learning model to strengthen school-family partnerships, but the model focused on the learning process rather than on developing a ready-to-use training module for principals.

Thus, this study offers novelty through three aspects. First, this study specifically develops a partnership management training module adapted from the [17] into an applicable and contextual format for senior high school principals in Sekadau Regency. Second, this study uses the ADDIE model systematically to ensure the resulting module is valid, practical, and effective [18]. Third, this study addresses the specific needs of principals in areas with challenging geographical characteristics and untapped partnership potential, thereby producing a module that is not only theoretical but also applicable and contextual.

Developing a training module that adapts the technical guideline framework into an applicable format, based on local characteristics, requires systematic application of the ADDIE model. This study was conducted to address the gap still found in the practice of school partnership management, particularly in Sekadau Regency, where principals still

experience difficulties in formulating and managing partnership programs systematically. Using the ADDIE model, the developed module is expected to meet principals' specific needs, from needs analysis to evaluation of module effectiveness. This approach ensures that the resulting module is valid, practical, and effective [19].

Module development will follow the ADDIE model, consisting of five stages: Analysis (analysis of principals' needs and characteristics), Design (module design), Development (module drafting), Implementation (field trials), and Evaluation (formative and summative evaluation). The analysis stage was conducted through a preliminary study with 21 senior high school principals in Sekadau Regency to identify competency gaps and real needs in the field. The design stage developed the module design, including structure, objectives, materials based on [20], methods, and evaluation instruments. The development stage turned the design into a complete module covering four aspects of partnership management (planning, organizing, implementation, supervision, and evaluation), equipped with worksheets, local case studies, and discussion guides, and validated by experts. The implementation stage included limited and broad trials, accompanied by process monitoring. The evaluation stage included formative evaluation at each stage and summative evaluation at the end of the program to assess module effectiveness.

The developed training module has the following specifications. First, the content/materials refer to [17], which covers the basic concepts, objectives, principles, and forms of partnerships, as well as partnership implementation strategies covering four management aspects: (1) Planning, (2) Organizing, (3) Implementation, and (4) Supervision & Evaluation. Second, the presentation is a systematic, applicable printed module with clear learning objectives, practical worksheets, case studies relevant to senior high schools in Sekadau Regency, and discussion and reflection guides. Third, the target users are specifically designed for Senior High School Principals. Fourth, the purpose of use is to serve as a primary training guide to improve principals' competence in managing partnerships.

Based on the above description, the problems are not only principals' weak managerial competence in managing partnerships, but also the lack of practical, systematic, and contextual training materials that principals can use independently. Another problem is the lack of sustainable training programs from stakeholders that specifically target strengthening principals' managerial capacity in partnership management. Thus, a partnership management training module is needed that focuses on improving the principal's managerial capacity, from planning and organizing to implementing, supervising, and evaluating partnerships.

Strengthening the principal's managerial capacity in managing partnerships also aligns with Sustainable Development Goal (SDG) Target 4, specifically Target 4. a, which promotes the creation of safe, inclusive, and effective learning environments, and Target 4.c, which improves the qualifications and competencies of principals and educators. School partnerships with families and the community are important pillars for realizing inclusive and equitable quality education. This study is expected to produce technical guidelines from a comprehensive partnership management training module that equips principals with knowledge and skills. With this module, it is hoped they will be able to

transform their schools into learning organizations open to collaboration with families, businesses, local governments, and the wider community.

2. METHOD

This study used a Research and Development (R&D) method with a mixed-methods approach to develop a school partnership management training module for senior high school principals in Sekadau Regency and test its effectiveness [21]. The research design adapted the Borg & Gall model simplified into seven steps: (1) research and initial data collection through literature review and field study; (2) planning of module development; (3) development of initial product draft; (4) expert validation; (5) revision of product draft; (6) product trial; and (7) analysis and reporting. The research subjects included 5 senior high school principals as preliminary interview respondents, 7 individuals involved in a Focus Group Discussion (FGD) with supervising lecturers, 2 expert validators who were supervising lecturers, 5 senior high school principals as limited trial subjects, and 10 senior high school principals as broad trial subjects using a one-group pretest-posttest design.

Data collection techniques were tailored to each stage of the research, including document review, questionnaires (preliminary study, expert validation, practicality, and pretest-posttest), semi-structured interviews, participatory observation, and FGD. The research instrument used a four-point Likert scale, and all instruments were validated by 2 expert validators before use. Data analysis was conducted quantitatively and qualitatively.

Quantitative analysis included the calculation of mean scores and value conversion for expert validation and practicality with a minimum feasibility criterion of 51%–75%, as well as N-Gain Score analysis to measure module effectiveness with criteria: $g > 0.7$ (high), $0.3 \leq g \leq 0.7$ (moderate), and $g < 0.3$ (low). Significance testing used a paired-sample t-test or Wilcoxon signed-rank test with $\alpha = 0.05$ (Field, 2018). Qualitative analysis used an interactive model consisting of data condensation, data display, and conclusion drawing and verification, complemented by source, technique, and time triangulation to ensure data validity.

3. RESULTS AND DISCUSSION

3.1. Results of Training Module Development

The development of this school partnership management training module produced a systematic, applicable printed teaching material for senior high school principals in Sekadau Regency. The module was developed by adapting the Technical Guidelines for Senior High School-Industry Partnership Assistance (Kemdikbud, 2016) into a simpler and easier-to-understand format. The resulting product covers eight main parts: (1) basic concepts of school partnerships; (2) objectives and benefits of partnerships; (3) identification of potential partners; (4) simple requirements before establishing a partnership; (5) division of tasks and roles of related parties; (6) daily cooperation work steps; (7) simple stages of implementing partnerships; and (8) supporting documents and instruments. This module is also equipped with practical worksheets, contextual case studies, discussion guides, and evaluation instruments that principals can directly use.



Figure 1. Cover Page of the School Partnership Management Training Module

2. Untuk Apa Kemitraan Ini Digunakan?

Kepala sekolah dapat mengarahkan kemitraan untuk 7 kegiatan berikut (disesuaikan dari versi SMA):

1. Membangun komunikasi dan kerja sama awal dengan calon mitra.
2. Menyelaraskan sebagian materi pembelajaran dengan kebutuhan dunia kerja/perguruan tinggi (misalnya melalui kelas tamu atau kunjungan).
3. Melaksanakan kegiatan belajar yang terkait dunia kerja, contohnya ekstrakurikuler kewirausahaan atau proyek bersama mitra.
4. Mendatangkan narasumber/praktisi dari luar sekolah untuk mengisi kelas atau seminar.
5. Menyiapkan kebutuhan sarana penunjang kegiatan kemitraan (jika diperlukan dan tersedia anggaran).
6. Memberi siswa pengalaman langsung di lapangan, misalnya magang singkat, kunjungan industri, atau kuliah lapangan.
7. Membantu siswa lulusan terhubung ke dunia kerja, perguruan tinggi, atau beasiswa.

3. Siapa yang Bisa Menjadi Mitra SMA?

- Dunia Usaha dan Dunia Industri (DUDI) untuk wawasan kerja dan kewirausahaan.
- Perguruan tinggi untuk jalur lanjutan studi, kunjungan kampus, dan bimbingan akademik.
- Alumni sebagai motivator dan penghubung informasi dunia luar.
- Instansi pemerintah/komunitas untuk kegiatan sosial, kesehatan, literasi, atau lingkungan.
- Lembaga pelatihan/bimbingan belajar untuk pengembangan minat dan bakat siswa.

4. Syarat Sederhana Sebelum Menjalin Kemitraan

Figure 2. Content Structure of the School Partnership Management Training Module

Based on the expert validation results, the developed module received the following assessments. Material experts gave an average score of 82.3% (category “Very Feasible”), language experts gave a score of 79.5% (category “Very Feasible”), and instructional media experts gave a score of 81.7% (category “Very Feasible”). Thus, the module was

declared valid and feasible for use without major revisions, requiring only minor layout improvements and the addition of illustrations.

3.2. Module Practicality

The limited trial was conducted with 5 senior high school principals in Sekadau Regency who were purposively selected by considering geographical characteristics and years of service. The practicality questionnaire analysis showed an average score of 84.2%, which falls into the "Very Practical" category. The six practicality aspects measured obtained the following scores: ease of use (86.0%), clarity of instructions (84.0%), language readability (88.0%), visual attractiveness (80.0%), clarity of examples/case studies (82.0%), and module benefits (85.0%). These findings indicate that the module was rated practical and easy to use by principals, with its main strengths being language readability and ease of use.

3.3. Module Effectiveness

The broad trial involved 10 senior high school principals in Sekadau Regency and used a one-group pretest-posttest design. Quantitative data analysis showed a significant improvement in partnership management competence. The average pretest score was 48.7 (category "Poor"), increasing to 76.4 (category "Good") at posttest, with an N-Gain Score of 0.54, which falls into the "Moderate" category. The highest improvement occurred in the Supervision and Evaluation aspect (from 43.2 to 78.5), followed by the Implementation aspect (from 46.8 to 76.2), the Organizing aspect (from 50.1 to 74.8), and the Planning aspect (from 54.7 to 76.1).

Table 1. Pretest and Posttest Scores of Partnership Management Competence

No	Aspect	Pretest	Posttest	N-Gain	Category
1	Planning	54,7	76,1	0,47	Moderate
2	Organizing	50,1	74,8	0,49	Moderate
3	Implementation	46,8	76,2	0,55	Moderate
4	Supervision & Evaluation	43,2	78,5	0,62	Moderate
Average		48,7	76,4	0,54	Moderate

The normality test results showed that the data were normally distributed (Shapiro-Wilk, $p > 0.05$), so significance testing used the paired sample t-test. The test showed a t-value of 8.742 with $p < 0.001$, indicating a significant improvement in partnership management competence after using the module. Thus, the alternative hypothesis (Ha) was accepted, and the null hypothesis (H0) was rejected.

3.4. Data Analysis

Qualitative data analysis sourced from interviews, observations, and FGD revealed several important findings. First, the principals admitted they previously did not fully understand partnership management. A principal of SMAN 4 Sekadau, Mr. AS, stated: "So far, we have only established cooperation incidentally; there has never been mature

planning, let alone evaluation." This finding confirms the quantitative data from the preliminary study, which showed low scores in the planning and evaluation aspects.

Second, the module was considered helpful for principals in formulating more systematic partnership planning. Another principal, Mrs. ET, Principal of SMAN 1 Sekadau, stated: "With the worksheets and case study examples, I now know the steps that must be taken, from identifying partners to evaluation." This indicates that the module not only transfers knowledge but also shifts principals' perspectives and practices.

Third, supporting factors for training success include contextual materials, case studies relevant to local conditions, and mentoring and group discussions. Meanwhile, inhibiting factors include time constraints, travel distance between districts, and the continued need for follow-up mentoring after training. These findings align with observation results showing that participants actively discussed and worked on worksheets but needed more time to understand some concepts they considered new.



Figure 3. FGD and Partnership Module Training Activities

3.5. Discussion

The results of this study indicate that the school partnership management training module developed through the ADDIE model proved to be valid, practical, and effective in improving the managerial capacity of senior high school principals in Sekadau Regency. These findings align with the theoretical framework reviewed in Chapter II, particularly the concepts of school partnership management, principal managerial capacity, and ADDIE-based training module development. The module's validity, which reached the "Very Feasible" category in all three validation aspects (material, language, and instructional media), confirms [22] opinion that the ADDIE model applied systematically through five stages - Analysis, Design, Development, Implementation, and Evaluation - is capable of producing quality training products. This success also reinforces the findings of [23] that the Design and Implementation stages in the ADDIE model have the most substantial influence on learning outcomes, because these stages arrange materials by considering logical presentation order, appropriate media selection, and readability and ease of understanding for participants.

The module's practicality, which received an average score of 84.2% (category “Very Practical”), indicates that the module meets the characteristics of a good training module as stated by [24], namely self-instructional, self-contained, stand-alone, adaptive, and user-friendly. The highest scores in language readability (88.0%) and ease of use (86.0%) indicate that the module meets the user-friendly principle by using simple, easy-to-understand language appropriate to the reader's age and educational level (Sudjana, 2014). Meanwhile, the scores for visual attractiveness (80.0%) and clarity of examples/case studies (82.0%) indicate that the module meets the self-contained characteristic because all learning materials for one competency unit are fully contained in one module, allowing participants to study the material thoroughly [25]. This finding reinforces [11] 's opinion that a good module must be packaged with clear objectives, specific and focused materials, practice questions and assignments to measure ability, communicative language, reference information, material summaries, and assessment instruments.

The module's effectiveness in improving principals' partnership management competence is shown by an N-Gain Score of 0.54 (category “Moderate”), with the average score increasing from 48.7 to 76.4. This improvement is statistically significant based on the paired sample t-test results ($t = 8.742$; $p < 0.001$). This finding confirms the partnership management theory proposed by [16] that programmed and structured school-family-community partnerships will produce greater impact than incidental partnerships. The largest improvement in the Supervision and Evaluation aspect (from 43.2 to 78.5) indicates that the module addressed principals' most urgent need: the ability to monitor and evaluate partnership programs. Before the intervention, almost all principals admitted they had never conducted evaluations because they lacked instruments and success indicators. After using the module, they were able to develop simple evaluation instruments and plan follow-up actions. This is consistent with [18] opinion that accountability and transparency in partnerships are maintained through regular supervision and evaluation to monitor program effectiveness, the results of which become feedback to create a cycle of continuous quality improvement.

The improvement in the Implementation aspect (from 46.8 to 76.2) also demonstrates the module's success in overcoming principals' weaknesses in implementing partnership programs consistently and sustainably. Previously, communication with parents was limited to report card distribution or when problems arose with students. After using the module, principals were able to schedule regular meetings with parents, leverage the potential of businesses and industries around the school, and develop structured community involvement programs. This finding reinforces the concept proposed by [17] that sustainable partnership implementation is realized through scheduled activities such as homeroom teacher meetings with parents at least four times a year, parent classes at least twice a year, and involving parents as motivators. Implementation success is also reflected in active, sustainable two-way communication between schools and families, which distinguishes genuine partnerships from mere ceremonial ones [16].

The improvement in the Organizing aspect (from 50.1 to 74.8) indicates that the module successfully helped principals build better partnership management structures and

mechanisms. Previously, most schools lacked a dedicated team or person in charge of partnership affairs, so roles among the principal, vice principals, teachers, and school committee remained vague and overlapping. After using the module, principals were able to form parent associations at the class level, develop communication and information networks, and determine clear persons in charge and role divisions. This is consistent with [7] 's view that a good partnership structure is reflected in the clarity of each party's roles and responsibilities, and that the school, as the initiator, facilitator, and controller of the partnership, needs to ensure each element understands its respective roles and functions.

The improvement in the Planning aspect (from 54.7 to 76.1) indicates that the module helped principals develop mature, participatory partnership plans. Previously, partnership activities were more incidental, driven by urgent needs rather than the result of mature annual planning. After using the module, principals were able to conduct needs analysis, identify potential partners, and formulate a Partnership Program Action Plan (RAPK) through deliberation. This finding reinforces the concept proposed by [17] that good planning begins with a comprehensive needs analysis, including identifying the potential of students, parents, schools, and the community, as well as mapping previously conducted partnership programs and potential partners that can be empowered.

Overall, the results of this study support the principal managerial capacity theory proposed by [8], which argues that the ability to manage strategic partnerships is one of the five most significant domains of principal managerial competence. This finding also reinforces [19] 's view that principals' personality and social competencies contribute most to leadership effectiveness, with the ability to collaborate with school stakeholders as the sub-dimension that contributes most. Thus, developing a school partnership management training module based on real and contextual needs is a strategic investment in improving the principal's managerial capacity, which will ultimately help create a conducive educational ecosystem where schools, families, and the community synergize optimally in supporting students' growth and development.

4. CONCLUSION

Based on the results of the study and discussion, it can be concluded that the school partnership management training module developed through the ADDIE model proved to be valid, practical, and effective in improving the managerial capacity of senior high school principals in Sekadau Regency. The module's validity is shown by assessments from material experts (82.3%), language experts (79.5%), and instructional media experts (81.7%), all of which fall in the “Very Feasible” category. The module's practicality is shown by an average score of 84.2% (category “Very Practical”), with its main strengths being language readability (88.0%) and ease of use (86.0%). The module's effectiveness is shown by the increase in the average partnership management competency score from 48.7 (category “Poor”) to 76.4 (category “Good”), with an N-Gain Score of 0.54 (category “Moderate”) and a significant paired sample t-test result ($t = 8.742$; $p < 0.001$). The highest improvement occurred in the Supervision and Evaluation aspect (from 43.2 to 78.5), followed by the Implementation aspect (from 46.8 to 76.2), the Organizing aspect (from 50.1 to 74.8), and the Planning aspect (from 54.7 to 76.1).

Overall, this module can serve as a primary training guide to improve principal competency, particularly in managing partnerships with families, businesses, and the community. Further research is recommended to involve a larger sample, extend the intervention duration, and measure the module's impact on broader education quality indicators, so this module becomes not only a practical guide for principals but also a model for developing training materials that can be replicated for other managerial competencies.

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