



Development of a Partnership-Based Managerial Competency Model for School Principals through Transformational Leadership

Muhammad Mirwan¹, Beni Habibi² & Yoga Prihatin³

^{1,2,3}Master of Pedagogy, Postgraduate Programme, Pancasakti Tegal University, Indonesia.

Corresponding Author: Muhammad Mirwan, Email: mirwansabil@gmail.com

Received: 5th November 2025

Accepted: 28th December 2025

Published: 5th February 2026

ABSTRACT

The development of school principals' managerial competencies requires a holistic and integrated approach to address the challenges of 21st-century education. This study aims to develop a model of school principals' managerial competencies that integrates transformational leadership and strategic partnerships. The research uses a Research and Development (R&D) approach with the ADDIE model limited to the Development stage. Model validation involves 2 media experts, 2 subject matter experts, and 2 vocational experts. Validity analysis uses Aiken's V index with criteria $V \geq 0.80$ (highly valid) and $0.60 \leq V < 0.80$ (valid). The developed model produced an integrative framework called the "ADAPT Model" (Analysis-Design-Action-Partnership-Transformation) which includes 5 training modules. Validation by media experts resulted in Aiken's $V = 0.889$ (highly valid), subject matter experts = 0.889 (highly valid), and vocational experts = 0.900 (highly valid). The model integrates three key elements: transformational leadership, managerial competence, and strategic partnership into one comprehensive framework. The developed model is valid and feasible for use in developing the managerial competence of primary school principals, with advantages in its integration of a transformational approach, its contextual relevance to primary school conditions, and its orientation towards strategic partnership practices.

Keywords: development model, managerial competence, transformational leadership, strategic partnership, ADDIE

INTRODUCTION

The era of the 4.0 industrial revolution has changed the paradigm of education from a conventional model to one that is adaptive, innovative, and responsive (Drucker, 2023). This transformation requires school principals to have broader competencies, not only as administrative leaders but also as agents of change who can optimally develop schools' potential.

The implementation of the Merdeka Belajar policy gives educational units greater autonomy to develop innovative programmes aligned with local characteristics (Ministry of Education, Culture, Research, and Technology, 2023). However, this autonomy requires school principals to possess adequate managerial competencies in resource management, innovation development, and the building of sustainable partnerships.

Previous studies have shown that transformational leadership significantly improves teacher competence and performance (Sabariah, S., Habibi, B., & Prihatin, Y., 2024). However, implementation in primary schools, especially in non-urban areas, still faces various obstacles (Nasihul Amin & Zuhaery, 2023).

There is a significant research gap. First, the majority of studies focus on one aspect (transformational leadership, managerial competence, or partnership) separately. Second, research in Indonesia is more prevalent at the secondary school level, which differs in its characteristics from primary schools. Third, the methodological approach remains dominated by separate quantitative or qualitative studies, whereas the phenomenon's complexity requires an integrated approach.

This study offers a novel development model that integrates three key elements—transformational leadership, managerial competence, and strategic partnership—into a comprehensive, contextual framework for primary schools. This model was developed using a Research and Development approach with systematic stages and validated by experts.

METHODOLOGY

Research Design

This study uses a Research and Development (R&D) approach based on the ADDIE model (Analysis, Design, Development, Implementation, Evaluation), limited to the Development stage (Sugiyono, 2019; Branch & Dousay, 2022). This limitation is based on the first type of

Design and Development Research (DDR) paradigm, which focuses on the process of creating products and establishing their validity (Richey & Klein, 2007).

Research Stages

1. Analysis Stage

This stage includes:

- **Needs Analysis:** Survey of existing managerial competencies of school principals through questionnaires (n=10 school principals, n=10 teachers).
- **Context Analysis:** Study of the educational environment in Talang Subdistrict through observation and interviews with school supervisors.
- **Target Analysis:** Identification of principal characteristics (educational background, experience, conceptual understanding).
- **Task Analysis:** Analysis of managerial tasks and required competencies.

2. Design Stage

Designing an integrated managerial competency framework that includes:

- Integrated framework (ADAPT Model)
- 5-phase development model
- Learning content (5 training modules)
- Andragogy-based learning strategies
- Evaluation instruments

3. Development stage

Development of training materials, implementation guidelines, and evaluation systems. This stage includes:

- The development of 5 training modules
- Validation by 6 experts (2 media experts, 2 subject matter experts, 2 vocational experts)
- Revision based on expert input

Model validation

Validation using Aiken's V index to measure expert agreement on the relevance of each aspect to the construct being measured. Aiken's V formula:

$$V = \Sigma s / [n(c-1)]$$

Explanation:

- $s = r - lo$ (r = validator score, lo = lowest score)
- n = number of validators
- c = number of assessment categories

Interpretation criteria:

- $V \geq 0.80$: Highly Valid
- $0.60 \leq V < 0.80$: Valid
- $V < 0.60$: Less Valid

Validator

Media Experts (2 individuals): Lecturers with a background in Educational Technology/Instructional Design, proficient in learning design principles and usability.

Subject Matter Experts (2 persons): Experts in educational management and leadership with >10 years of experience.

Vocational Experts (2 persons): Primary school supervisors/practitioners with more than 10 years of experience in managing principal training.

Validation Instruments

Each expert evaluates the following aspects using a 1-4 scale:

- **Media**: Layout, readability, design consistency, navigation, media quality, aesthetics, suitability to the material (7 items).
- **Content**: Relevance to objectives, accuracy, completeness, systematic presentation (20 items).
- **Vocational**: Contextual relevance, relevance to managerial tasks, partnership practices, transformational leadership, practical application (7 items).

RESULTS

Analysis Stage Results

The needs analysis revealed significant gaps:

1. **Managerial Competence:** Strong administrative aspects (score 4.19) but weak strategic-innovative aspects (score 2.48).
2. **Transformational Leadership:** "Fairly Good" category (3.91) with the lowest Intellectual Stimulation dimension (3.83).
3. **Documentation:** Only 30% of RKS are data-based, 20% of EDS are of good quality, and 40% have formal partnership documents.

Design Phase Results

Integrative Framework: ADAPT Model

The ADAPT Model (Analysis-Design-Action-Partnership-Transformation) integrates three key elements into five development phases:

Phase 1: Analysis & Awareness

- Self-assessment of managerial competencies
- Identification of strengths and areas for development
- Establishment of Individual Development Plans (IDPs)

Phase 2: Design & Development

- Learning the concepts of transformational leadership
- Mastery of 21st century managerial competencies
- Designing partnership strategies

Phase 3: Action Learning

- Implementation of the Action Learning Project
- Coaching and mentoring
- Documentation of Process and Results

Phase 4: Partnership Building

- Initiation and management of strategic partnerships
- Collaboration with stakeholders (DUDI, universities, committees)
- Evaluation of partnership effectiveness

Phase 5: Transformation & Sustainability

- Reflection and lessons learned
- Dissemination of best practices
- Establishment of professional learning communities

Training Module Structure

Table 5: ADAPT Model Training Module Structure

Module	Theme	Sub-Theme	Duration	Connection to ADAPT
1	Transformational Leadership	<ul style="list-style-type: none"> • Concepts and dimensions of transformational leadership • <i>Intellectual stimulation & inspirational motivation</i> • <i>Individualised consideration and idealised influence</i> • Applied practice & self-reflection 	8 JP (2 days)	Foundation for the Design & Action phase
2	21st Century Managerial Competencies	<ul style="list-style-type: none"> • Data-driven planning • Human Resource Development (<i>coaching & mentoring</i>) • Transformative academic supervision • Change management & innovation 	8 JP (2 days)	Core of the Action phase
3	Building Strategic Partnerships	<ul style="list-style-type: none"> • From transactional to transformational • <i>Stakeholder mapping & partner analysis</i> 	6 JP (1.5 days)	Foundation for the Partnership phase

		<ul style="list-style-type: none"> • Sustainable partnership management • Partnership effectiveness evaluation 		
4	Action Learning Project	<ul style="list-style-type: none"> • Innovation project design (1 month) • Implementation & documentation (1.5 months) • Evaluation, reflection, & portfolio (0.5 months) 	3 months	Integrated implementation of Action & Partnership phases
5	Professional Learning Community	<ul style="list-style-type: none"> • <i>Peer coaching</i> & observation • <i>Sharing of</i> best practices • Collaborative learning • Continuous development programme 	Sustainable (≥ 2 years)	Transformation & Sustainability Phase

Learning Strategy

Model using andragogical principles with the following approaches:

1. **Self-Directed Learning** (20%): Individual Development Plan, self-reflection
2. **Action Learning** (40%): Direct implementation in schools with mentoring
3. **Collaborative Learning** (30%): Interactive workshops, peer coaching, learning communities
4. **Reflective Practice** (10%): Learning journals, portfolios

Model Validation Results

Media Expert Validation

Table 6: Media Expert Validation Results

No	Assessment Aspect	Aiken's V	Category
1	The model flow is easy to understand	1,000	Highly Valid
2	ADDIE stages are appropriate	1,000	Highly Valid
3	Layout, appearance, neat structure	1,000	Very Valid

4	Easy to use for school principals and departments	0.833	Highly Valid
5	Easily adaptable in Talang District Primary School	0.667	Valid
6	Model linking Transformational-Managerial-Partnership	0.833	Highly Valid
Average		0.889	Highly Valid

Aiken's V values ranged from 0.667 to 1.000 with an average of 0.889 (highly valid). Four aspects obtained perfect scores (1.000) and were highly valid (0.833), indicating that the model flow, stages, display, and integration were highly relevant. One aspect scored 0.667 (valid), indicating that ease of adaptation requires minor improvements.

Expert Validation

Table 7: Results of Content Expert Validation

No	Assessment Aspect	Aiken's V	Category
1	Alignment with transformational leadership theory	1,000	Highly Valid
2	Alignment with managerial competency theory	1,000	Highly Valid
3	Depth of material substance	0.833	Highly Valid
4	Systematic presentation	1.000	Highly Valid
5	Relevance to the primary school context	0.833	Highly Valid
6	Completeness of variable coverage	0.667	Valid
7	Reference currency	0.833	Highly Valid
Average		0.889	Highly Valid

Aiken's V values range from 0.667 to 1.000 with an average of 0.889 (highly valid). Six aspects with values ≥ 0.833 (highly valid) indicate that the model is consistent with theory, has deep substance, is systematic (), and is relevant. One aspect with a value of 0.667 (valid) in variable coverage indicates a need for conceptual strengthening but does not reduce overall validity.

Vocational Expert Validation

Table 8: Vocational Expert Validation Results

No	Assessment Aspect	Aiken's V	Category
1	Compliance with conditions at Talang Subdistrict Elementary School	1	Highly Valid

2	Easy to implement by the headmaster	1	Highly Valid
3	Improves school management and innovation	0.833	Highly Valid
4	Supporting collaboration between school principals, teachers, committees, and the community	0.667	Valid
5	Can be implemented long term	1,000	Highly valid
Average		0.900	Highly Valid

Aiken's V values range from 0.667 to 1.000 with an average of 0.900 (highly valid). Three aspects with a value of 1.000 (highly valid) indicate that the model is easy to implement, enhances innovation, and has long-term potential. Two aspects with values of 0.667–0.833 indicate that context suitability and collaboration require minor adjustments.

DISCUSSION

Advantages of the ADAPT Model

The developed model has several advantages over conventional headteacher development models:

1. Holistic Integration

The ADAPT model integrates three key elements (transformational leadership, managerial competence, strategic partnership) that have been studied separately. This integration is in line with *complexity leadership theory*, which emphasises the importance of adaptive leadership in dealing with the dynamics of education (Uhl-Bien et al., 2007; Sutrisno & Fauziah, 2021).

2. Contextual and Applicable

The model is specifically designed for the context of primary schools in semi-rural areas, taking into account unique characteristics such as limited resources, restricted access to PKB, and the socio-economic conditions of the community. The results of vocational expert validation (0.900) reinforce this contextual suitability.

3. Practice-Oriented

With 40% allocated to *action learning*, the model emphasises experiential *learning* through direct implementation in schools. This approach has proven to be more effective in changing leadership practices than conventional lecture-based training (Kolb, 1984).

4. Sustainability

The Transformation & Sustainability phase ensures sustainability through the formation of professional learning communities. Research shows that *professional learning communities* enhance sustainable leadership capacity (Hargreaves & Fullan, 2012).

Validity and Feasibility of the Model

Validation results indicate the model is highly valid with an average Aiken's V:

- Media Expert: 0.889
- Subject Matter Expert: 0.889
- Vocational Expert: 0.900
- **Overall Average: 0.893 (Highly Valid)**

All aspects have $V \geq 0.667$, indicating that there are no invalid components. This indicates that the model meets content and construct validity and is suitable for use in developing headteacher competencies (Gall et al., 2003).

Aspects that received a perfect score ($V=1.000$) include model flow, ADDIE stages, theoretical suitability, and ease of application—indicating that the model has a strong theoretical foundation and is practical to implement.

Several aspects with values of 0.667-0.833 (ease of adaptation, completeness of coverage, collaboration) indicate areas that require minor improvements without reducing the overall feasibility.

Relevance to Previous Research

The ADAPT model reinforces and expands on the findings of previous research:

1. Transformational Leadership

Research by Sabariah et al. (2024) found that transformational leadership has a positive effect on teacher motivation and commitment. The ADAPT model operationalises these findings in

the Design & Development and Action Learning phases, with an emphasis on the dimensions of *intellectual stimulation* and *inspirational motivation*, which were previously weak.

2. Managerial Competence

Efendi (2024) proved that transformational leadership influences teacher performance with work commitment as a mediator. The ADAPT model strengthens this relationship by making managerial competence a direct *outcome* of the application of transformational leadership in the Action Learning phase.

3. Strategic Partnership

The Partnership in Education Council (2024) identified seven characteristics of successful partnerships. The ADAPT model integrates these characteristics into the Partnership Building phase, focusing on sustainable transformational (rather than transactional) partnerships.

Theoretical and Practical Contributions

Theoretical Contribution:

1. Produces an integrative framework that connects transformational leadership, managerial competence, and strategic partnerships in one comprehensive model.
2. Expanding *complexity leadership* theory with specific applications in the context of primary schools in Indonesia.
3. Providing a theoretical foundation for the development of contextual and adaptive leadership models.

Practical Contributions:

1. Providing operational guidelines for the systematic and structured development of headteacher competencies.
2. Offering alternative PKB programmes that are more applicable and oriented towards real practical changes.
3. Providing valid and reliable evaluation instruments to measure the effectiveness of development programmes.

Limitations and Recommendations for Development

This study has the following limitations:

1. **Geographical Coverage:** Limited to Talang Subdistrict, so generalisation requires replication in different locations.
2. **Development Stages:** Only up to the development stage, not yet implementation and effectiveness evaluation.
3. **Number of Validators:** Although sufficient for validity testing, a larger number of validators would enhance robustness.

Recommendations for further development:

1. **Implementation and Evaluation:** Conduct the Implementation and Evaluation stages to measure the effectiveness of the model in improving managerial competencies.
2. **Longitudinal Study:** Conducting long-term research to measure the sustainable impact on school performance and student achievement.
3. **Multi-Site Replication:** Implementing the model in various contexts (urban, rural, different provinces) to test its adaptability.
4. **Digital Development:** Developing a digital platform to expand access and facilitate virtual learning communities.

CONCLUSION

The model for developing school principals' managerial competencies based on partnership through transformational leadership (ADAPT Model) has been successfully developed with excellent validity (Aiken's $V = 0.893$). The model integrates transformational leadership, managerial competencies, and strategic partnerships in five phases of development: Analysis & Awareness, Design & Development, Action Learning, Partnership Building, and Transformation & Sustainability.

The five training modules developed cover: (1) Transformational Leadership, (2) 21st Century Managerial Competencies, (3) Building Strategic Partnerships, (4) Action Learning Project, and (5) Professional Learning Community. This model uses an andragogical approach with an emphasis on experience-based learning (40% action learning).

Validation results by media, material, and vocational experts indicate that the model is suitable for use in developing the competencies of primary school principals, with strengths in holistic, contextual, practice-oriented, and sustainable integration.

Recommendations

For the Education Department:

1. Adopt the ADAPT Model as a framework for principal development in the PKB programme.
2. Provide supporting infrastructure in the form of continuous mentoring and professional learning communities.
3. Allocate budget for the implementation of *action learning projects* and the facilitation of strategic partnerships.

For Headteachers:

1. Implementing the principles of the ADAPT Model in daily leadership practices.
2. Actively developing strategic partnerships with various stakeholders.
3. Participating in professional learning communities to share best practices.

For the Next Researcher:

1. Conducting the Implementation and Evaluation phases to measure the model's effectiveness.
2. Conducting a longitudinal study to measure the long-term impact on school performance.
3. Developing more comprehensive impact measurement instruments.
4. Replicate the model in various contexts to test its adaptability and generalisability.

REFERENCES

Branch, R. M., & Dousay, T. A. (2022). *Survey of instructional Design Models* (6th ed.). Brill.

Drucker, P. F. (2023). *Innovation and Entrepreneurship* (Updated ed.). Harper Business.

Efendi, F., Sunaryo, H., & Harijanto, D. (2024). The effectiveness of transformational leadership of school principals through work commitment to teacher performance in the implementation of the Merdeka Curriculum. *Journal of Education Management Accountability*, 11(2), 19-32.

Gall, M. D., Gall, J. P., & Borg, W. R. (2003). *Educational Research: An Introduction* (7th ed.). Allyn & Bacon.

Hargreaves, A., & Fullan, M. (2012). *Professional Capital: Transforming Teaching in Every School*. Teachers College Press.

Kolb, D. A. (1984). *Experiential Learning: Experience as the Source of Learning and Development*. Prentice Hall.

Ministry of Education, Culture, Research, and Technology. (2023). *Regulation of the Minister of Education, Culture, Research, and Technology Number 7 of 2023*.

Nasihul Amin, A. B. S., & Zuhaery, M. (2023). Transformational Leadership in Realising Independent Learning in Primary Schools. *Elementary School: Journal of Primary School Education and Learning*, 12(1), 1-10.

Partnership in Education Council. (2024). *Global Partnership Report: Building Effective Educational Partnerships*.

Richey, R. C., & Klein, J. D. (2007). *Design and Development Research: Methods, Strategies and Issues*. Lawrence Erlbaum.

Sabariah, S., Habibi, B., & Prihatin, Y. (2024). Transformational leadership of school principals in improving teacher motivation and commitment. *An-Nidzam: Journal of Educational Management and Islamic Studies*, 11(1), 69-80.

Sugiyono. (2019). *Research and Development Methods (Research and Development/R&D)*. Alfabeta.

Sutrisno, A., & Fauziah, R. (2021). Adaptive leadership within the framework of complexity leadership theory. *Journal of Leadership and Educational Organisation*, 5(1), 33-44.

Uhl-Bien, M., Marion, R., & McKelvey, B. (2007). Complexity leadership theory: Shifting leadership from the industrial age to the knowledge era. *The Leadership Quarterly*, 18(4), 298-318.