

Education and Training for Strengthening Principal to Effective Schools

Dwi Okta Handayani¹, Muhammad Kristiawan², Destiniar³

¹SD Negeri Tasa XI Lais,

²Universitas Bengkulu,

³Universitas PGRI Palembang



Abstract – This paper aimed at describing the implementation of education and training for strengthening principal in Lais subdistrict, as well as to describe the supporting and inhibiting factors. This paper used a qualitative approach, using the case study method. Data were collected using interview, observation, and documentation. The results described that the implementation was focused on school management, managerial, entrepreneurship, supervision, and social. The supporting factors were a) a comfortable place for implementing education and training; b) master trainer who have good ability in delivering materials; and c) office policies which strongly support these activities. The inhibiting factors were a) due to lack of it mastery ability, b) lack of absorbing the material delivered; and c) place of implementing activities is far.

Keywords – Education and Training, Principal, Effective Schools.

I. INTRODUCTION

Education is a very important human need, because education has a duty to prepare Human Resources for the development and progress of the nation. As regulated in the Republic of Indonesia Law Number 20 of 2003 concerning the National Education System, Chapter II Article 3, states that national education functions to develop capabilities and shape the character and civilization of a nation with dignity in order to educate the life of the nation, aiming at developing the potential of students to become humans who believe and devote to God Almighty, have noble, healthy, and knowledgeable morals. However, in reality education in Indonesia is currently not as expected, meaning that the quality of education in Indonesia is still low. The cause of the

low quality of education in Indonesia cannot be separated from the role and leadership of school principals as leaders.

The back and forth of the school depends on the principal in leading the education unit, namely the school, the principal must be responsible for the progress and decline of the school. Mulyasa (2012) suggests that the principal must have a strong foundation of abilities. The principal is expected to be able to influence, mobilize and develop educational resources. The principal is the driving factor in realizing the vision, mission, including goals.

The principal must be able to mobilize school resources, plan and evaluate programs, curriculum, learning, personnel management, learning facilities and resources, finance, student services, community relations, and creating a conducive climate. In addition, the principal is a determining

factor for the success of education in schools. This shows that the professional competence of a school principal determines the quality of education as stated by Aqib (2011). Sagala (2011) suggests that improving the quality of education means improving the quality of school principals. One indicator of the success of the principal's leadership is measured by the quality of education in the school he leads.

Successful principals who can successfully achieve school goals, as well as the goals of individuals in the school environment. Principals must be able to understand and master organizational planning and cooperative relationships between individuals. In carrying out their duties, roles and functions as school principals, school principals must be able to improve the quality of education quality. As in accordance with the Regulation of the Minister of National Education Number 13 of 2007 concerning Principal Standards that principals must be able to have personality, managerial, entrepreneurial, supervisory, and social competencies.

Based on the Regulation of the Minister of National Education Number 28 of 2010 concerning the Assignment of Teachers as School Principals that to assist the principal's duties in carrying out their roles and duties in organizing schools appropriately, it is necessary to have the ability to carry out an analysis of school organization, climate and informal life. Principals need to be trained in the ability to do analysis before these school principals carry out their duties as school principals. This is as stipulated in the Regulation of National Minister regarding the system for preparing prospective school principals, the process of appointment of school principals, tenure, Continuous Professional Development, performance appraisal of school principals, transfers and dismissal of teachers' duties as school principals.

The obligation of prospective school principal teachers to be able to participate in the Education and Training of Prospective School Principals before serving as school principals has been regulated since 2010 through the Minister of National Education Regulation Number 28 of 2010 concerning the Assignment of Teachers as School Principals. In fact, there are still many school principals who have now held their positions without going through Principal Education and Training.

To comply with these regulations, the government has issued Regulation of the Minister of Education and Culture Number 6 of 2018 concerning the Assignment of Teachers as School Principals that for Principals who have been appointed before the enactment of the Regulation of the Minister of Education and Culture Number 6 of 2018, are

required to attend School Principal Education and Training to obtain a Certificate of Completion of Education and Training for School Principal Strengthening.

The principal must have a commitment to good performance results. So that it can guarantee the quality of the school. With the provision of education programs and training to strengthen school principals, it is hoped that the performance of school principals can meet the standards. According to the results of the competency test assessment and performance appraisal of school principals, there are principals who have poor performance, especially in managerial matters. So the district education and culture office needs to carry out a program to improve the performance of school principals.

Increasing the competence and performance of school principals can be done by participating in educational programs and training to strengthen school principals. Considering the importance of the school principal strengthening program through training, the Institute for Development and Empowerment of School Principals with the Musi Banyuasin District Education Office developed guidelines for the implementation of education and training in order to strengthen school principals based on the Regulation of the Minister of National Education Number 13 of 2007 concerning Principal Standards.

The School Principal Strengthening Program was carried out through the holding of School Principal Strengthening Education and Training which was launched through the Musi Banyuasin District government which aims to improve the quality and quality of school principals, as well as increase the effectiveness of the school itself. According to the Directorate of Primary and Secondary Education Education Personnel Development (2019), the education program and strengthening the principal is an activity carried out to improve the performance of school principals, as well as increase the work performance of school principals by carrying out structured individual learning programs and getting support and assistance from school supervisors.

The legal guidelines for the implementation of these activities include Regulation of the Minister of Education and Culture of the Republic of Indonesia number 23 of 2013 and amendments to Regulation of the Minister of Education and Culture number 15 of 2010 concerning minimum service standards, Regulation of the Minister of National Education number 35 of 2010 concerning technical instructions for the implementation of functional positions. teachers and their credit numbers, Regulation of the Minister of Education and Culture of the Republic of Indonesia number 28 of 2010

concerning additional duties of teachers as school principals, Regulation of the Minister of National Education number 13 of 2007, Regulation of the Head of the State Administration of the Republic of Indonesia number 18 of 2010 concerning guidelines for the implementation of education and training. Implementation of School Principal Strengthening and Education aims to develop knowledge, values, attitudes, and skills in managing and leading schools. In addition, this activity is expected that school principals can have personality, managerial, entrepreneurial, supervisory, and social competencies as stated in the Regulation of the Minister of National Education of the Republic of Indonesia Number 13 of 2007 concerning School Principal Standards.

Based on the supervision that we saw in the field, it turned out that there were several obstacles in the implementation of the education and training program for prospective school principals in the form of a lack of participant motivation, facilities and funding or funding in implementing education programs and training for prospective school principals. In addition, another problem is that after participating in education and strengthening school principal training, it should be useful for prospective school principals in developing knowledge, attitudes, and skills, on competency dimensions such as personality, managerial, entrepreneurial, supervisory and social competencies (Turmini et al, 2020).

Mulyasa (2011) argues that the number of school principals who still do not meet standards cannot be separated from the recruitment and appointment process of school principals in a number of regions which are hasty direct appointments. The process from the teacher to becoming the principal is only a few days, even a few hours through the usual selection such as the Candidate Civil Servant's selection. Another opinion was expressed by Kristiawan et al (2017) that the recruitment of school principals in the era of decentralization was very strong with political nuances at the regional level. Recruitment of school principals is likened to the selection of structural officials. The negative result is that their behavior is like a bureaucrat who must always be loyal to their superiors. In addition, it was found that principals were still unable to apply their competencies as school principals. Not all school principals fully master all competencies. There is a tendency for school principals to only master a few competencies.

Based on the results of an interview with Mr. Samsul Sehat, S.Pd that there are still many inhibiting factors from the existence of education and training to strengthen school principals, among others: due to old age who are no longer able to take part in head strengthening training schools, and

there are still principals who are called to take part in training to strengthen school principals, but their tenure as school principal has ended. In addition, due to their young age, they can be enthusiastic about participating in and completing the school principal strengthening training program.

Syaefuddin (2011) argues that the ability of principals in both elementary and secondary schools is still low, although it is recognized that the principal of secondary schools is of higher quality because generally they have undergraduate qualifications, the leadership performance of the principal is still considered a failure. The main cause of the failure in the leadership of these Principals lies in the internal organization of the secondary school itself. Given the strategic role of school principals in improving the quality of education, the process of procuring school principals through education and training to strengthen school principals is one of the most important factors in efforts to improve the quality of education in schools.

Based on the results of an interview with Mr. Burhia, S.Pd, as the Head of the Sub-Korwil 1 for Education and Culture, Lais District, the total number of SD is 40 schools. Meanwhile, the number of participants who took part in the Training of Strengthening Principals was 25 people from each school. Schools that represent Lais sub-district in the School Principal Strengthening Training Program were SD Negeri 2 Teluk, SD Negeri 1 Gardu Harapan, SD Negeri 2 Gardu Harapan, SD Negeri Muara Padang, SD Negeri Talang Bonot, SD Negeri Eka Bakti, SD Negeri Talang Duku, SD Negeri Pom Sawit, SD Negeri 1 Purwosari, SD Negeri 3 Petaling, SD Negeri 1 Teluk Kijing, SD Negeri 3 Teluk Kijing, SD Negeri 4 Teluk Kijing, SD Negeri 2 Rantau Keroya, SD Negeri Talang Ucin, SD Negeri 1 Danau Caala, SD Negeri 2 Danau Cala, SD Negeri 1 Epil, SDN 3 Epil, SD Negeri 1 Teluk, SD Negeri 2 Lais, SD Negeri 2 Purwosari, SD Negeri Tasa IX, SD Negeri 2 Petaling, and SD Negeri 1 Rantau Keroya.

Based on these data, we chose Lais District as the object of research, especially in 5 schools, SD Negeri 1 Gardu Harapan, SD Negeri 2 Gardu Harapan, SD Negeri Talang Ucin, SD Negeri Talang Duku, and SD Negeri 2 Teluk in Lais District as research sites, because the researchers wanted examined how the implementation of school principal strengthening education and training in Lais District, What are the supporting and inhibiting factors of the implementation of school principal strengthening education and training in Lais District. Based on the descriptions have been stated, the formulation of the research problem is (1) how is the implementation of education and training to

strengthen school principals in Lais District?; (2) what are the supporting and inhibiting factors of the implementation of education and training to strengthen school principals in Lais District?

II. METHODS

This study used a qualitative approach, which has natural characteristics, as a source of direct, descriptive data, the process is more important than the result, the analysis in qualitative research tends to be carried out by inductive analysis and meaning is essential. This research was conducted in Lais District, especially in 5 schools, SD Negeri 1 Gardu Harapan, SD Negeri 2 Gardu Harapan, SD Negeri Talang Ucin, SD Negeri Talang Duku, and SD Negeri 2 Teluk. This research was conducted on each principal who had attended the Principal Strengthening Education and Training, as well as the teachers assessing the principal's actions after attending the Principal Strengthening Education and Training in their schools. Data were collected using the results of interviews, observations, and documentation.

According to Yulmawati (2017) qualitative research is aimed at understanding social phenomena from the perspective of participants. Participants are people who are interviewed, observed, asked to provide data, opinions, thoughts, and perceptions. This research was conducted through investigation and observation of all objects under study by revealing all the facts that existed at the time of the research. Iskandar (2008) argues that qualitative research is research that adheres to the naturalistic or phenomenological paradigm of what is understood by research subjects such as perceptual behavior, motivation, action, etc., holistically, and by means of descriptions in the form of words and language, in a special context that is natural and by utilizing various scientific methods (Moelong, 2011).

There are six kinds of research methodologies that use a qualitative approach, namely: ethnography, case studies, grounded theory, interactive, participatory, and classroom action research. In this case, the type of research used is a case study method that seeks to examine as much data as possible about the subject to be studied. The data source is closely related to the collection technique. If the data collection uses a questionnaire or interview, the data source is the respondent. When data collection uses observation, the data source is an object, motion or process. If the data collection uses documents, the data sources are documents and notes.

The four criteria for checking the validity of data in qualitative research include (a) transferability, namely whether the results of this study can be applied to other

situations; (b) engagement, namely whether the research results refer to the consistency of the researcher in collecting data, forming and conceptualizing when making interpretations to draw conclusions; (c) certainty, namely whether the results of the research can be proven true where the results of the research are in accordance with the data collected and included in the field report. This is done by discussing the results of the research with people who do not participate and have no interest in the research in order to make the results more objective.

The several ways to determine the validity of the data used credibility, which includes 1) lengthening the observation, which means that the researcher returns to the field, makes observations, interviews with data sources that have been encountered or new ones. To test the credibility of research data, it is better to focus on testing the data that has been obtained. The position of the researcher as the main instrument in the data collection process requires participation in 5 schools in Lais District, as well as checking the validity of the data and avoiding conflicts of interest in the form of researcher subjectivity and deliberate distortion of informants such as lying, cheating, or unintentional such as wanting to please the researcher or not responding to the research enthusiastically; 2) increasing persistence, which means making observations more carefully and continuously. By increasing this persistence, we can double-check whether the data that has been found is wrong or not. Likewise, by increasing the persistence, researchers can provide accurate and systematic data descriptions of what is observed. In this research, in order to increase the researcher's persistence in carrying out several things a) examining the accuracy of the documents obtained; b) examining the data obtained, both from the results of interviews, observations, and documentation results; and c) record and collect as much detail as possible related to the research focus; 3) triangulation is a data validity checking technique that makes use of something else.

III. RESULTS AND DISCUSSION

This study described the implementation of education and training to strengthen school principals, as well as to describe the supporting and inhibiting factors of the implementation of school principal strengthening education and training in Lais District, especially in 5 schools, SD Negeri 1 Gardu Harapan, SD Negeri 2 Gardu Harapan, SD Negeri Talang Ucin, SD Negeri Talang Duku, and SD Negeri 2 Teluk. This research was conducted on each school principal who had attended the Principal Strengthening Education and Training, as well as the teachers assessing the principal's actions after attending

school principal strengthening education and training in their schools. Data were collected using the results of interviews, observations, and documentation. With the training conducted by the principal, it can help the process of implementing education and training programs for teachers. In addition, the results of the training obtained by the principal can provide new insights and understandings for the teachers. This is evidenced by an increase in knowledge and insight and can provide added value for teachers in teaching in 5 Elementary Schools, Lais District.

The results of research on the implementation of School Principal Strengthening Education and Training include implementing knowledge of school management, managerial, entrepreneurship, supervision, leadership, RKAS, students, facilities and infrastructure, educators and education personnel. Based on the results of interviews from all school principals, it is shown that the implementation of the School Principal Strengthening Education and Training in Lais Subdistrict can be carried out properly by applying the results of education and training to strengthen school principals in their respective schools. This application is carried out based on the material that has been obtained during the training which includes school management, entrepreneurship, leadership, facilities and infrastructure, educators and education personnel, students, School Self Evaluation 9 (EDS), Academic supervision. According to Daryanto (2010) the principal is part of the school personnel who has the responsibility and authority to carry out all educational activities in the school environment he leads and is responsible for all school activities. In addition, according to Mulyasa (2004), the principal is likened to the motor and determinant of school policy, which can determine the direction of goals in education that is adaptable to be applied in the school he leads (Sarbin et al, 2020).

The results of research on the supporting factors of Principal Strengthening Education and Training include readiness, and ability to use IT, social skills, ICT computers prepared by the committee so that they can assist school principals in using ICT computers, participants who serve as school principals, have an educator certificate, a conducive environment, adequate facilities and infrastructure, support from school residents, facilities are provided such as adequate facilities and infrastructure, a conducive environment, a comfortable training ground, a master trainer who has good abilities in delivering material, and policies agencies that are very supportive of these activities (Turmini et al, 2020).

The results of research on the inhibiting factors of School Principal Strengthening Education and Training include: lack

of ability to master ICT, slow in absorbing the material presented, the place for carrying out activities that are far from where they live, limited learning media, some school principals have not mastered educational technology such as ICT, the lack of knowledge of the principal in mastering Science and Technology, so that it can hinder the implementation of education and training to strengthen school principals in the form of being left behind in the absorption of knowledge about school management, inability and incomprehension in using Information Technology and unable to master the module as a whole, limited learning media, some school principals have not mastered educational technology (Pratiwi et al, 2020; Primasari et al, 2020).

Based on the results of interviews from all school principals, it shows that the supporting factors of the Education and Training for the Strengthening of School Principals in Lais District include a comfortable training location, master trainers who have good abilities in delivering material, and official policies that are very supportive of these activities (Kartini et al, 2020). Meanwhile, the inhibiting factors of the School Principal Strengthening Education and Training in Lais Subdistrict, among others are lack of IT mastery skills, slowness in absorbing the material presented, and the location of activities that are far from the place of residence.

IV. CONCLUSION

Based on the results of research and discussion, it can be concluded about education and training to strengthen school principals, including 1) the implementation of Education and Training for Strengthening Principals in Lais District is to apply the results of education and training to strengthen school principals in each school. This application is carried out based on the material that has been obtained during training which includes school management, entrepreneurship, leadership, facilities and infrastructure, educators and education personnel, students, School Self Evaluation 9, Academic Supervision, RKAS, and others; and 2) Supporting factors of School Principal Strengthening Education and Training in Lais Subdistrict, among others: a comfortable training location, a master trainer who has good abilities in delivering material, and official policies that are very supportive of these activities. Inhibiting Factors from Education and Training to Strengthen School Principals in Lais Subdistrict, among others, are the lack of mastery of IT skills, slowness in absorbing the material presented, and the location of activities that are far from where they live.

ACKNOWLEDGEMENTS

We would like to express our special thanks and gratitude to Principal SD Negeri Tasa XI Lais, Rector Universitas PGRI Palembang and Universitas Bengkulu, Director of Graduate Program Universitas PGRI Palembang and Study Program of Educational Management Universitas PGRI Palembang who gave us the support to do this wonderful project. This project was funded independent. Secondly, we would also like to thank our friends in Educational Management who helped us a lot in finalizing this project within the limited time frame.

REFERENCES

- [1] Aqib, Z. (2011). *Penelitian Tindakan Kelas [Classroom Action Research]*. Bandung: CV Yrama Widya.
- [2] Daryanto. (2010). *Administrasi Pendidikan [Educational Administration]*. Jakarta: Reneka Cipta.
- [3] Directorate of Primary and Secondary Education Education Personnel Development. (2019). *Petunjuk Pelaksanaan Pendidikan dan Pelatihan Penguatan Kepala Sekolah*.
- [4] Iskandar. (2008). *Metodologi Penelitian Pendidikan dan Sosial (Kuantitatif dan Kualitatif) [Educational and Social Research Methodology (Quantitative and Qualitative)]*. Yogyakarta: Pinus Book.
- [5] Kartini, D., Kristiawan, M., & Fitria, H. (2020). The Influence of Principal's Leadership, Academic Supervision, and Professional Competence toward Teachers' Performance. *International Journal of Progressive Sciences and Technologies (IJPSAT)*, 20(1), 156-164.
- [6] Kristiawan, M., Safitri, D., & Lestari, R. (2017). *Manajemen Pendidikan [Educational Management]*. Yogyakarta: Deepublish.
- [7] Mulyasa, E. (2004). *Manajemen Berbasis Sekolah [School Based Management]*. Bandung: Rosdakarya.
- [8] Mulyasa, E. (2011). *Menjadi Kepala Sekolah Profesional [Become a Professional School Principal]*. Bandung: Remaja Rosdakarya.
- [9] Mulyasa, E. (2012). *Manajemen dan Kepemimpinan Kepala sekolah [Management and Leadership of Principals]*. Jakarta: Bumi Akasara.
- [10] Pratiwi, U., Al Haddar, G., & Kristiawan, M. (2020). Arduino-Based Mini Reed Switch Magnetic Sensor Media: Implementation in Physics Learning to Improve Students' Analyzing Ability. *Jurnal Iqra': Kajian Ilmu Pendidikan*, 5(1), 183-193.
- [11] Primasari, D. A. G., Kristiawan, M., & Fitria, H. (2020). Developing Instructional Media of Curriculum 2013 Based on Information and Communication Technology. *Education Journal* 3(2), 24-34. <http://www.itspoa.com/?thread-1089-111.html>
- [12] Regulation of the Minister of National Education Number 13 of 2007
- [13] Regulation of the Minister of National Education Number 28 of 2010
- [14] Regulation of the Minister of Education and Culture Number 6 of 2018
- [15] Regulation of the Minister of Education and Culture Number 23 of 2013
- [16] Regulation of the Minister of Education and Culture Number 15 of 2010
- [17] Sarbini., Kristiawan, M., & Wardiah, D. (2020). Supervisor's Performance for the Quality of Education. *International Journal of Progressive Sciences and Technologies (IJPSAT)*, 20(1), 255-262.
- [18] Turmini., Kristiawan, M., & Sari, A. P. (2020). The Influence of Education, Training, and Experience towards Teacher's Professionalism. *Electronic Research Journal of Social Sciences and Humanities*, 2(2), 102-110
- [19] Yulmawati. (2017). Strategi Kepemimpinan Kepala Sekolah Dalam Meningkatkan Mutu Pendidikan [Principal Leadership Strategies in Improving Education Quality]. JMKSP (Jurnal Manajemen, Kepemimpinan, dan supervisi Pendidikan).