

Strategy of Principal Placement in Improving the Quality of Education

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Abstract—This study aims at explaining how the strategy of the Education Board of Bandung in placing school principals in order to improve the quality of education. The background of this research is that each school principal has different competencies and leadership styles. Not all principals are able to master all school conditions. Due to that condition, the education board has an effective strategy to assign the school principals so that the quality of education in Bandung can improve. This research is a qualitative descriptive study. The results of the study explained that elementary schools in Bandung amounted to as many as 462 schools consisting of 274 public schools and 188 private schools. The schools are grouped into several groups, they are: (1) Schools with the highest number of students; (2) Schools with good quality; (3) Favorite/superior schools; (4) Schools with a high level of risk; and (5) Schools with low quality. The process of principal placement in Bandung refers to the performance appraisal, competency test results, while for newly appointed principals guided by the results of the selection issued by the application “*Si Kasep*” and *Diklat* (training) conducted at LP2KS Solo. School principal rotation is carried out every four years based on central policies for equitable distribution of education quality. The strategy of school principal placement in the education board in Bandung can improve the quality of education.

Keywords—strategy; school principal placement; education quality

I. INTRODUCTION

In the context of education, the notion of quality includes input, process and educational output [1]. Educational inputs can be approved as qualified if it follows the education process [2]. *PAKEM* (*Pembelajaran yang Aktif, Kreatif dan Menyenangkan*), it is an active, creative and pleasant learning. While quality get high academic and non-academic learning results and students are able to live and adapt amidst society. One of many indicators of a successful leadership can be seen by the measurement of the quality of education of the school.

Leadership is the ability to convince and motivate others in term of working together under his leadership to achieve a certain goal [3]. Leadership is one of the main factors in determining the success or failure of an organization. The principal is one component that plays an important role in improving quality education. In Article 15 of *Permendikbud No. 6 of 2018*, it states that the workload of the principal is

entirely to carry out the main managerial tasks, the development of entrepreneurship and supervision towards teachers and education staff. This is to encourage principal to be focused on developing the quality of education which includes the 8 of educational standards.

Considering the responsibilities carried by the principal, the recruitment process also uses special procedures and requirements. It aims to filter the competent and professional principals who are going to improve the quality of education which is suitable with the newest era and able to follow changes. But the fact shows that some principals have not managed their duties and their functions as they must. Various causal factors including the appointment process that is considered not transparent, the low mentality of the principal is shown by a lack of enthusiasm, discipline and motivation in advancing the quality of education in the school which has implications for achieving quality (input, process and output) that are not on target.

As a leader, a principal is responsible for managing the school where they lead [4]. A principal also serves as a supervisor who is in charge of supervising, developing, correcting and seeking initiatives on the course of all educational activities carried out in his school. In addition, a principal also plays a role in embodying a harmonious human relationship in order to foster and develop personal cooperation, so that they are responsible and taking their respective duties seriously.

To overcome and create professional principals aiming to improve the quality of education [5], the education board of Bandung has its own strategy in the process of recruiting and assigning principals which is appropriate with their competence and strengths. This aims to improve the quality of education in the city of Bandung.

II. LITERATURE REVIEW

Strategy is an approach that as a whole is related to ideas, planning and execution to achieve goals that are undertook effectively and efficiently [6]. The principal placement strategy considers various factors. It is said that the placement of a right principal to lead the education unit will affect the quality of education in the school.

Each school has its own problems and uniqueness [7], by putting a leader who is able to contribute and has a positive influence in the school led by them, it will facilitate in reaching school's vision and mission. The principal must be someone who is strong and able to take a role in solving problems and difficulties in an education unit [8].

Education is a service product and has some standards (quality) set out following the government regulations. In *Peraturan Pemerintah* (Government Regulation) No. 13 of 2015 it is determined that the quality of education in Indonesia is measured by the eight educational standards. These eight standards consist of four academic standards and four non-academic standards. The eight standards are: *standar kompetensi lulusan* (standards of graduation competency), *standar isi* (standards of content), *standar proses* (standards of process), *standar penilaian* (standards of assessment), *standar sarana dan prasarana* (standards of facilities and infrastructure), *standar pengelolaan* (standards of management), *standar pendidik dan tenaga kependidikan* (standards of teachers and education staff), and *standar penilaian* (standards of assessment). A principal who carry out quality leadership will always try to satisfy their customers, by doing efforts to improve personnel performance, empower organizational resources and continuous improvement [9].

A principal is considered successful by analyzing their leadership style and their ability to influence and motivate education stakeholders to succeed in getting the school's vision and mission [10]. Based on *Permendiknas No 13 of 2007* concerning the standards of principals/madrasas and *Permendiknas No. 28 of 2010* Article 12 states that teacher as a principal/madrasa;

- The performance evaluation of principals/madrasas is conducted regularly every year and cumulatively every four years.
- An annual performance assessment is implemented by the school/madrasah's supervisor.
- The four-year performance assessment is performed by supervisors directly by considering performance appraisal by an assessment team consisting of school/madrasah supervisors, teachers, education staff, and school/madrasah committees from their own duty-place.
- The results of the performance evaluation are categorized as very good, good, sufficient, moderate or low.

The principal's evaluation conducted by the supervisor aims to obtain data on the implementation of the main tasks and functions and determine the quality of performance of the principal in the education unit they lead. The results of these assessments are a reference for the head of the education board in determining what strategies and steps will be taken in providing promotion, awards, transfers and further coaching. Whereas, for the supervisors, those results can be used as the background for the preparation of the next supervision programs, especially in fostering the professional ability of principals.

III. RESEARCH METHOD

This study uses a descriptive qualitative approach. A qualitative approach is a research that understands what is experienced by the subject of research holistically and the way description in the form of words and language in a natural context and utilizing scientific methods [11]. Descriptive can be interpreted as a research that tries to solve problems based on existing data [12]. This study aims to obtain information about the strategy of assigning principals in the Education Board of Bandung in order to improve the quality of education. The writer is interested to conduct the study in Bandung Education Board inasmuch as there are several schools in Bandung that have good quality.

IV. RESULTS AND DISCUSSION

The position of headmaster cannot be given to just anyone. In the process of selecting, the government has determined the terms and conditions that must be met by those prospective principals which is conducted in some stages. The education board is following *Permendiknas No. 28 of 2010* concerning The Assignment of Teachers as Principal/Madrasah in Article 2 discussing about the general requirements of the prospective principals, which are:

- Minimum certified undergraduate (*SI* or *DIV*).
- Maximum age of 56 years.
- At least 5 years teaching experience for school/madrasah level. At least 3 years for of a kindergarten or *Raudhatul anfal* school head.
- Having a position level as low as *III/c* for civil servant teachers (*PNS*), for those who are not a *PNS*, it is equal to the rank issued by a foundation or authorized institution as evidenced by the *SK Impasing* (Decree of *Impasing*).
- Obtaining good grades for the performance evaluation as a teacher in the last 2 years.
- Having managerial experience.

Based on the results of the research conducted at the education board of Bandung, it is explained that elementary schools in the city of Bandung numbered 462 schools consisting of 274 public schools and 188 private schools. The number of principals on duty is still less than needed. This is due to the large number of principals who have retired which causes vacant position. Overcoming this problem, the education board of Bandung took a policy by giving a position to the *Pelaksana Tugas (PLT)* or a temporary task executive. A *PLT* was chosen based on the location of the school nearby the school where they lead.

The appointment of new principals aims to fill in the vacant positions of the school. The selection process is facilitated by *Lembaga Pengembangan dan Pemberdayaan Kepala Sekolah (LPPKS)* or the School Principal Development and Empowerment Institution. The stages in preparing new principals are as follows:



Fig. 1. The stages of the process of preparing new principals.

Based on the figure 1, it shows that the preparation of new principals comes through several stages starting from the recruitment process that seeks the best candidates by regeneration based on the recommendations of principals, supervisors, performance evaluation, personality profession evaluations and leadership papers.

In the education board of Bandung, the recruitment of new principals has its own strategy. This aims to find new principals who are truly capable and worthy of leading an organization. The determination of new principals is appointed according to school needs and is determined by the policies and authority of the head of the district/city so that there is often a discrepancy between the competencies of the new principals and the principal determined by the regent [13]. Therefore, to avoid this situation, the education board of Bandung has made an application for the principal named “*Si Kasep*” to select new principals who are truly competent.

Si Kasep is an online-based application. This application is a form of collaboration between the education board of Bandung and the counselor of Padjajaran University (UNPAD). Participants who have registered and fulfilled the requirements will be called to take part in the form of psychological tests, IQ tests, properness tests, academic potential tests, and others. The education board of Bandung then will receive names of participants who have passed which were submitted by the UNPAD counselor. Each participant is able to see the score and results through their personal accounts. Participants who qualified are specified based on the test results, which means that only participants who are truly considered eligible can continue to the next level even though it is not in accordance with the quota needed.

Applicants who register for the *Kasep* application in 2019 are more than 200 people. However, 79 people passed the next stage. Participants who qualify will be registered through *simdik* to be sent to *LP2KS* Solo. *LP2KS* then will determine and give a schedule for an organizing *Diklat*. The participants will attend the training for several days in Solo. Participants who are declared pass will get a prospective principal certificate. By using this certificate, those prospective principals are proposed to be appointed as the principal.

The placement strategy implemented by the education board of Bandung refers more to the government’s resolution on equity of education quality. Each school has its own pluses and minuses. Based on this condition, the school can be divided according to several considerations as follows:

- Schools with the highest number of students.
- Schools with good quality.
- Excellent school.
- Favorite school.
- Schools with a high level of risk.

After the school is mapped, the education board will conduct a selection with several strategies to assign the principal who is considered capable of carrying out the duties properly. Schools with the most students are viewed by the number of students in the school, the designated principal must be more critical, thorough and highly motivated. While schools with good quality are specified by the acquisition of *UN* or the National Examination scores, the principal should be visionary. Excellent schools are indicated by the advantages of the programs in the school such as culture-based schools, inclusive schools, literacy, etc., the principals needed must have the same potential as the excellence of the schools they lead. Favorite schools are referred from the strategic location of the school which is in the city center and from the number of interested students who enroll in the schools. The principal needed must have good language skills including foreign language skills and social skills. In schools with a high level of risk are classified from school location and its surrounding. The principal must be someone intelligent, assertive and courageous, both male and female.

In addition, there are some special considerations in the placement of school principals; smart, agile, good and competent principals who will be assigned in low quality schools. This is one strategy for the equity of education quality. In hope that the principal is capable to improve the quality of education in the target schools.

Based on policies from the central government every four-year periodization, this strategy aims to equalize the quality of education. The principal is deemed feasible or not based on the results of the performance evaluation and competency test. For the newly appointed principals, they are guided by the results of the selection held by *Si Kasep* and the acquisition score of the training in *LP2KS* Solo. Periodization or rotation of school principals is administered every four years based on central policies for the equity of education quality. The strategy of principals’ placement in the education board of Bandung can improve the quality of education.

V. CONCLUSION

Based on the above disclosure it can be concluded that the strategy of placing the principals in the education board of Bandung has several stages including; (1) a truly transparent and professional recruitment process through *Si Kasep*’s application in collaboration with counselors of UNPAD, (2) periodic evaluation of the principal by paying attention to the

results of performance appraisals and competency tests. For new principals guided by the acquisition of training and assessment results of the *Kasep* (3) Conducting placement considerations by looking at the condition of the school with the competencies possessed by the principal.

This placement strategy aims to improve the quality of education in the education board of Bandung. The results of the quality of education for each school can be seen from the 8 education standards as well as the acquisition scores of the national examination.

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