

Preparation and Implementation of Standard Operational Procedures as An Effort to Improve Leadership of Schools as Learning Leaders

Ahmad Nurabadi ^{1,2,*}, Sucipto ³, Abdur Rahman As'ari ⁴, Yayuk Prihatnawati ⁵,
Erika Mei Budiarti ¹

¹ Department of Educational Administration, Faculty of Education, Universitas Negeri Malang, Malang, Indonesia

² Rumah Visi Kepala Sekolah, Malang 65124, Indonesia

³ Department of Non-Formal Education, Faculty of Education, Universitas Negeri Malang, Malang, Indonesia

⁴ Department of Mathematics Education, Faculty of Mathematics and Science, Universitas Negeri Malang, Malang, Indonesia

⁵ SMP Laboratorium UM, Malang, Indonesia

*Corresponding author. Email: ahmad.nurabadi.fip@um.ac.id

ABSTRACT

The approach used in this research is a quantitative research approach because researchers involve data in the form of numbers and calculations. In addition, researchers also use a correlational research design through multiple regression analysis to test the proposed hypothesis. The variable that the researcher chose was arrangement Standard Operating Procedures as the first independent variable (X1); application variable Standard Operating Procedures as the second independent variable (X2); and the principal's leadership variable as the learning leader as the dependent variable (Y). The purpose of this study is to determine the relationship between variables on the model initiated by researchers at Junior High School (*Sekolah Menengah Pertama / SMP*) Laboratorium UM, Malang, Indonesia. This research concludes the relationship between preparation and implementation Standard Operational Procedure with the leadership of the principal as the learning leader.

Keywords: standard operating procedures, leadership, learning

1. INTRODUCTION

Learning activities that take place in an educational institution carried out by teachers cannot be separated from the many problems that arise. The theoretical difficulties and problems faced by the teacher can be overcome through a supervision program. Supervision is defined as a process that is more than a role, the process is used by school personnel who have responsibility for aspects of school goals who depend directly on other personnel in order to assist them in completing school goals in their respective duties and authorities.

A school principal must have high knowledge and skills in accordance with his role as a school leader who oversees all processes of implementing education in the institution being led. One of the skills a school principal must have is a skill related to his role as a learning leader. As learning leaders, the principal is required to be able to carry out learning supervision. The direction of the principal's role as the learning leader in this study can be improved through the implementation of various forms of

informal supervision, namely through the trial of the Standard Operational Procedure formulation model and the application of Standard Operational Procedures proposed by researchers based on the results of previous studies.

Standard Operational Procedure is a control software, which regulates the stages of a work process or a certain work procedure so that it can run properly in accordance with the stated objectives (Budiharjo, 2014). The existence of Standard Operating Procedures in schools plays a very important role, especially in terms of school operations. Standard Operating Procedures can be used as a guide to anticipate various situations that can occur in running a school. Even though the school being run is developing, maintaining consistency in complying with Standard Operating Procedures can help schools to run and operate in accordance with the main targets and objectives, especially the vision and mission.

Without Standard Operating Procedures, school residents cannot work effectively and efficiently and do not understand the scope of the work. So that the existence of Standard Operating Procedures is very important as a

guideline and reference for schools in order to get the maximum possible quality improvement through effective and efficient procedures. In line with these maxims. Through this interpretation, researchers assume that the principal can maximize his role as learning leader through the preparation and application of various types Standard Operating Procedures. The basic purpose is there Standard Operating Procedures in an organization is nothing but to provide work guidelines for employees so that the activities of the organization can be controlled properly (Fatimah, 2015).

Meanwhile, other objectives: (1) to maintain employee attitude so that it is always consistent; (2) provide clarity regarding the flow of work, responsibilities, and authorities in each division; (3) through this clarity, the leadership will find it easier to provide task instructions; (4) management will also find it easier to monitor in each section; and (5) employees find it easier to understand the forms of duties and responsibilities systematically and thoroughly. Through this explanation, it can be concluded that in order to achieve the goals and objectives set by an organization. Institutions need to have a work guideline for each unit.

Standard Operational Procedures in schools can be used by school principals as a guide for performing their performance and can also be used as a reference for monitoring and evaluating all employee performance. Because without a reference, the leadership carried out by the principal will not be directed at the goals to be achieved, especially in achieving the learning objectives which are very necessary for these guidelines. This study aims to develop a model for the preparation and application of Standard Operational Procedures in order to improve the principal's leadership as learning leaders.

2. METHOD

The approach used in this research is a quantitative research approach because researchers involve data in the form of numbers and calculations. In addition, researchers also use correlational research design through multiple regression analysis to test the proposed hypothesis. The correlational research design was chosen by the researcher in order to determine whether or not there is a relationship between two or more variables in a study group that is used as the research sample.

Variable chosen by the researcher, namely the preparation of Standard Operating Procedures as the first independent variable (X1); variable application of Standard Operating Procedures as the second independent variable (X2); and the principal's leadership variable as the learning leader as the dependent variable (Y). The research location chosen was SMP Laboratorium UM, Malang, Indonesia, with a total sample of 29 respondents consisting of teachers and principals.

3. RESULTS

a. Test Requirements Analysis

This analysis requirements test is used to determine whether the data obtained by researchers from the field through various data collection techniques in this study have met the requirements or have not yet for further analysis, namely related to correlation analysis. The normality test is carried out in order to find out whether the analyzed research data is normally distributed or not. This normality test was carried out by the Kolmogorov-Smirnov test on the grounds that the data obtained by researchers more than 29 respondents. Guidelines for decision making for normality test are if the significance value is ≥ 0.05 , then the residual value is normally distributed and if the significance value is ≤ 0.05 , the residual value is not normally distributed. The results of calculating the normality test of the residual value of the two variables can be seen in Table 1.

Table 1 Calculation of Normality Test

		PSOP	ISOP	KP
N		29	29	29
Normal Parameters ^a	Mean	185.41	29.07	61.93
	Std. Deviation	20,840	4,259	8,246
Most Extreme Differences	Absolute	.136	.273	.166
	Positive	.136	.273	.166
	Negative	-.132	-.132	-.165
Kolmogorov-Smirnov Z		.730	1,468	.894
Asymp. Sig. (2-tailed)		.661	.067	.401

a. Test distribution is Normal.

The results of the normality test based on the Kolmogorov-Smirnov table show the probability value of the compilation variable Standard Operating Procedures amounting to 0.661; the probability value of the application variable Standard Operating Procedures amounting to 0.067; and the probability value of the learning leadership variable of 0.401. The probability value or Asymp Sig. (2-tailed) these variables > 0.05 , so it can be concluded that the data from the three variables came from a normally distributed population.

Linearities test aims to determine whether two variables have a linear or not significant relationship. One of the prerequisites in linear regression analysis is to perform a linear test. This test in SPSS uses the Test for Linearity with a significance level of 0.05. Two variables are said to have a linear relationship if the significance is less than 0.05. The results of linearity testing can be seen in Table 2 and Table 3.

Table 2 Linearity Test Results X1 to Y

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	
	B	Std. Error	Beta			
1	(Constant)	21,881	11,901		1,839	.077
	PSOP	.216	.064	.546	3,386	.002

Table 3 Linearity Test Results X2 to Y

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	
	B	Std. Error	Beta			
1	(Constant)	33,247	9,415		3,531	.002
	ISOP	.987	.321	.510	3,078	.005

The results of the linearity test using SPSS with a significance level of 0.05 were obtained: (1) a significance value of 0.002 on the relationship between the compilation variables Standard Operating Procedures to the principal's learning leadership; and (2) a significance value of 0.005 on the relationship between the application variables Standard Operating Procedures to the principal's learning leadership. These results indicate that the overall significance value of the variables is < 0.05, which means that the preparation and application of Standard Operational Procedures on the principal's learning leadership is linear.

b. Hypothesis testing

After testing the requirements analysis in the previous section, the next step is to test the hypothesis with the aim of finding out whether there is a relationship between the arrangements Standard Operational Procedure (X1) on principal leadership as learning leader (Y); is there a connection between application Standard Operational Procedure (X2) on principal leadership as learning leader (Y); as well as between the preparation of Standard Operational Procedures (X1) and the application of Standard Operational Procedures (X2) to the leadership of the principal as learning leader (Y). The results of the analysis of the variable hypothesis testing for the preparation of Standard Operational Procedures (X1) on the variable of principal leadership as learning leaders (Y) can be seen in Table 4.

Table 4 Hypothesis Test X1 against Y

Model	Sum of Squares	df	Mean Square	F	Sig.	
1	Regression	567,404	1	567,404	11,463	.002
	Residual	1336,458	27	49,498		
	Total	1903,862	28			

Based on the results of the correlation test on the proposed hypothesis, it shows that the first hypothesis is

obtained a significance of $0.002 < 0.05$ so that H1 is accepted and H0 is rejected. By because It was concluded that there was a relationship between the arrangement Standard Operational Procedure with the leadership of the principal as the learning leader. The results of the analysis of the variable hypothesis test of the application of Standard Operational Procedures (X2) on the variable of principal leadership as learning leaders (Y) can be seen in Table 5.

Table 5 Hypothesis Test X2 against Y

Model	Sum of Squares	df	Mean Square	F	Sig.	
1	Regression	494,503	1	494,503	9,474	.005
	Residual	1409,359	27	52,198		
	Total	1903,862	28			

Based on the results of the correlation test on the proposed hypothesis, it shows that the second hypothesis is obtained a significance of $0.005 < 0.05$ so that H1 is accepted and H0 is rejected. Therefore, obtained the conclusion that there is a relationship between implementation Standard Operational Procedure with the leadership of the principal as the learning leader. The results of the analysis of variable hypothesis testing for the preparation of Standard Operational Procedures (X1); application of Standard Operational Procedure (X2) to the principal leadership variable as learning leader (Y) can be seen in Table 6.

Table 6 Hypothesis Test X1 and X2 against Y

Model	Sum of Squares	df	Mean Square	F	Sig.	
1	Regression	593,738	2	296,869	5,892	.008
	Residual	1310,124	26	50,389		
	Total	1903,862	28			

Based on the results of the correlation test on the proposed hypothesis, it shows that in this third hypothesis obtained significance of $0.008 < 0.05$ so that H1 is accepted and H0 is rejected. Therefore, it is concluded that there is a relationship between preparation and implementation Standard Operational Procedure with the leadership of the principal as the learning leader.

4. DISCUSSION

The results of the correlation analysis concluded that there was a compilation relationship Standard Operational Procedure and application of Standard Operational Procedure with the leadership of the principal as the learning leader. The application of Standard Operating Procedures has an effect on productivity performance 67.6% (Aug, 2018). Application Standard Operational Procedure and work discipline together have an impact on employee performance by 97.6% (Andriani,

2019). Ridho research results (2015) concluded that there is a positive relationship between the supervisor's path goal theory leadership style and the level of compliance with the implementation of Standard Operational Procedures made by an organization. This means that the better the mastery of a leadership style, the better the level of employee compliance with the Standard Operating Procedures that have been made.

Through analysis that has been carried out by researchers which are then juxtaposed with existing theories or research results, the planning and preparation process Standard Operational Procedures are feasible to apply in order to improve the leadership of the principal as a learning leader which can then be followed up by researchers in further research related to what Standard Operational Procedures are required by the principal which is used as a reference for the performance of all employees in each work division and can also use in schools (other educational institutions).

Therefore, schools do need to design; own and implement The Standard Operating Procedure in each work unit remembers the many benefits. Standard Operating Procedures have many benefits for organizations that have them, namely they can form flexible planning procedures and create guidelines for systematic control over their programs (Winarno, 2012).

The next implementation process is that all employees follow and apply Standard Operational Procedures that already exist in the organization (Gabriele, 2018). Before starting to be implemented, the Standard Operational Procedure must first be socialized by the leadership to all sections with the intention that all parties understand and are able to apply the existing Standard Operating Procedures so that the performance to be carried out can be in accordance with the targets and goals set.

As a follow-up analysis related to planning and preparation of Standard Operational Procedures, institutions need to pay attention to several things, such as having to pay attention to the work cycle of an organization starting from an assessment of the institutional needs of the Standard Operating Procedures to be made; form of development Standard Operating Procedures that have been designed; form of implementation (socialization to all employees); as well as what form of evaluation is to follow up on Standard Operational Procedures that have been used at a certain time in the institution (Triyono, 2012).

The way that institutions should pay attention to in making Standard Operational Procedures, namely: (1) making work arrangements; (2) there is a process flow plan; (3) through an interview process (data mining) to explore organizational needs; (4) Standard Operating Procedures must be discussed together, written down, and then disseminated; (5) further training on Standard Operational Procedures for all stakeholders; and (6) evaluation of Standard Operational Procedures (Utami, 2019).

5. CONCLUSION

Based on the results of the analysis that has been carried out, the conclusions obtained from this study are: (1) there is a relationship between the arrangement Standard Operational Procedure with the leadership of the principal as the learning leader; (2) there is a relationship between the application of Standard Operating Procedures and the leadership of the principal as the learning leader; and (3) there is a relationship between the preparation and application of Standard Operating Procedures with the leadership of the principal as the learning leader.

REFERENCES

- [1] Agil, T. (2018). *Pengaruh Implementasi Standar Operasional Prosedur Kerja terhadap Peningkatan Produktivitas Buruh berdasarkan Perspektif Ekonomi Islam*. Skripsi. Lampung: Universitas Islam Negeri Raden Intan Lampung.
- [2] Andriani, Y. A. (2019). *Pengaruh Penerapan Standar Operating Procedure dan Disiplin Kerja terhadap Kinerja Tenaga Kependidikan*. Kediri: STIKES Surya Mitra Husada Kediri.
- [3] Budihardjo, M. (2014). *Panduan Praktis Menyusun SOP*. Jakarta: Raih Asa Sukses.
- [4] Fatimah, N. E. (2015). *Strategi Pintar menyusun SOP (Standard Operating Procedure)*. Yogyakarta: Pustaka Baru Press.
- [5] Gabriele. 2018. Analisis Penerapan Standar Operasional Prosedur (SOP) di Departemen Marketing dan HRD PT Cahaya Indo Persada. *Jurnal Agora*, 6(1), 1-10.
- [6] Ridho, W. F. (2015). Hubungan antara Gaya Kepemimpinan Path Goal Supervisor Pabrik Baja dengan Tingkat Kepatuhan SOP (Standar Operational Procedure). *The Indonesian Journal of Occupational Safety and Health*, 4(2), 187-198.
- [7] Triyono, A. (2012). *Paradigma Baru Manajemen Sumber Daya Manusia*. Yogyakarta: Oryza.
- [8] Utami, W. (2019). Mengenal Manfaat dan Cara Pembuatan SOP yang Baik. *Jurnal Enterpreuner*, 1(1), 1-12.
- [9] Winarno, B. (2012). *Kebijakan Publik: Teori, Proses, dan Studi Kasus*. Yogyakarta: Caps.
- [10] Gunawan, I., Bafadal, I., Nurabadi, A., & Prayoga, A. G. (2020). Identification of Themes in the Moral Debate Program as an Effort to Increase Work Integrity of Principal. 2nd Early Childhood and Primary Childhood Education (CPE 2020), 487(Ecpe), 24–28.
- [11] Juharyanto, M., Bafadal, I., Budi, B., Amirul, M., Bagus, A., Saputra, R., & Syafira, N. (2020). Implementation of Principal Instructional Leadership in Facilitating Learning Independency Policy on 4 . 0 Industrial Era Orientation in Indonesia. 2nd Early Childhood and Primary Childhood Education (ECPE 2020), 487, 206–211.
- [12] Liebowitz, D. D., & Porter, L. (2019). The Effect of Principal Behaviors on Student, Teacher, and School Outcomes: A Systematic Review and Meta-Analysis of the Empirical Literature. *Review of Educational Research*, 89(5), 785–827. <https://doi.org/10.3102/0034654319866133>
- [13] Van Vooren, C. (2018). An Examination of K-5 Principal Time and Tasks to Improve Leadership Practice.

- Educational Leadership and Administration: Teaching and Program Development, 29(1), 45–63.
- [14] Yang, Y. (2014). Principals' transformational leadership in school improvement. *International Journal of Educational Management*, 28(3), 279–288. <https://doi.org/10.1108/IJEM-04-2013-0063>
- [15] Kusumaningrum, D. E., Sumarsono, R. B., & Gunawan, I. (2019). Budaya Sekolah dan Etika Profesi: Pengukuran Pemberdayaan Sumber Daya Manusia Sekolah dengan Pendekatan Soft System Methodology. *JAMP: Jurnal Administrasi dan Manajemen Pendidikan*, 2(3), 90-97.
- [16] Kusumaningrum, D. E., Arifin, I., & Gunawan, I. (2017). Pendampingan pengembangan perangkat pembelajaran berbasis Kurikulum 2013. *ABDIMAS PEDAGOGI: Jurnal Ilmiah Pengabdian kepada Masyarakat*, 1(1).
- [17] Gunawan, I., & Sulistyoningrum, R. T. (2016). Menggali Nilai-Nilai Keunggulan Lokal Kesenian Reog Ponorogo Guna Mengembangkan Materi Keragaman Suku Bangsa Dan Budaya Pada Mata Pelajaran IPS Kelas IV Sekolah Dasar. *Premiere Educandum: Jurnal Pendidikan Dasar dan Pembelajaran*, 3(01).
- [18] Gunawan, I. (2011). Evaluasi Program Pembelajaran. *Jurnal Pendidikan*, 17(1).
- [19] Sultoni, S., Gunawan, I., & Sari, D. N. (2018). Pengaruh Etika Profesional Terhadap Pembentukan Karakter Mahasiswa. *JAMP: Jurnal Administrasi dan Manajemen Pendidikan*, 1(3), 279-283.
- [20] Suminah, S., Gunawan, I., & Murdiyah, S. (2018). Peningkatan Hasil Belajar dan Motivasi Belajar Siswa melalui Pendekatan Behavior Modification. *Ilmu Pendidikan: Jurnal Kajian Teori dan Praktik Kependidikan*, 3(2), 221-230.
- [21] Gunawan, I. (2016). Perspectives of Pancasila: Leadership Education's Values and Ethics'. 2nd ICET Theme: "Improving the Quality of Education and Training Through Strengthening Networking, 417.
- [22] Gunawan, I. (2009). Hubungan keterlibatan guru dalam musyawarah guru mata pelajaran dan kemampuan mengelola kelas dengan motivasi belajar siswa di SMA Negeri se-Kota Malang/oleh Imam Gunawan (Doctoral dissertation, Universitas Negeri Malang).
- [23] Gunawan, I., Triwiyanto, T., Kusumaningrum, D. E., Romady, M., Alfarina, M., & Widiana, R. A. (2018). Pemberdayaan Tenaga Administrasi Sekolah Menengah Pertama Kota Batu: Studi Deskriptif. *JAMP: Jurnal Administrasi dan Manajemen Pendidikan*, 1(4), 467-471.
- [24] Gunawan, I., Suraya, S. N., & Tryanasari, D. (2016). Hubungan kemampuan berpikir kreatif dan kritis dengan prestasi belajar mahasiswa pada matakuliah konsep sains II prodi PGSD IKIP PGRI MADIUN. *Premiere Educandum: Jurnal Pendidikan Dasar dan Pembelajaran*, 4(01).
- [25] Putri, A. A. F., Putri, A. F., Andrieningrum, H., Rofiah, S. K., & Gunawan, I. (2019, December). Teacher Function in Class: A Literature Review. In 5th International Conference on Education and Technology (ICET 2019). Atlantis Press.
- [26] Gunawan, I., Sari, D. A. A., Agustian, S., Marwiyah, S., Bagaskara, N. D., Sa'diyyah, M., ... & Ratnasari, D. P. (2017). Prestasi Belajar Mahasiswa Fungsiaris UKM KSR PMI Unit Universitas Negeri Malang. *Ilmu Pendidikan: Jurnal Kajian Teori dan Praktik Kependidikan*, 2(2), 171-177.
- [27] Gunawan, I. (2015). Strategi meningkatkan kinerja guru: apa program yang ditawarkan oleh kepala sekolah. In *Prosiding Seminar Nasional Pengembangan Karir Tenaga Pendidik Berbasis Karya Ilmiah, Fakultas Ilmu Pendidikan Universitas Negeri Malang (Vol. 23, pp. 305-312)*.
- [28] Gunawan, I. (2016). Pengaruh Kepemimpinan Transformasional dan Kepuasan Kerja terhadap Perilaku Kewargaan Organisasi Guru Sekolah Dasar Negeri Kecamatan Kras Kabupaten Kediri. *Premiere Educandum: Jurnal Pendidikan Dasar dan Pembelajaran*, 5(01).
- [29] Gunawan, I., Benty, D. D. N., Kusumaningrum, D. E., Sumarsono, R. B., Sari, D. N., Pratiwi, F. D., ... & Hui, L. K. (2019). VALIDITAS DAN RELIABILITAS ANGKET KETERAMPILAN MANAJERIAL MAHASISWA. *JAMP: Jurnal Administrasi dan Manajemen Pendidikan*, 2(4), 247-257.