

The Role of School Principals, Educators and Education Staff Turning SD Negeri 08 Banding Agung into National Standard Schools

Wenderi^{1*)}, Happy Fitria², Yenny Puspita²

¹SD Negeri 04 Banding Agung Kabupaten OKU Selatan, South of Sumatra, Indonesia

²Universitas PGRI, Palembang, Indonesia

*Corresponding author. Email: wenderiranau1969@gmail.com

ABSTRACT

Law No. 20 of 2003 states that the National Education Standards (SNP) provide content standards, procedures, qualifications of learners, teaching workers, facilities, administration, funding, and educational evaluation. Efforts to enhance and improve the standards of education are a range of policy agendas that have been, are and will be introduced, such as the structuring of national education laws and numerous other Legislation. Researchers performed analysis using qualitative descriptive approaches to assess the efforts made in SD Negeri 08 Banding Agung South OKU Regency. Data were gathered by evaluation and interviews with school principals, teachers and other instructional workers. The findings of the study concluded that: (1) In order to build a national standard school, the principal must recognize its position and act as principal or director; (2) the role of educators (teachers) in the creation of national standard schools is that teachers must be able to handle the classroom; (3) the role of education staff in the introduction of national standard schools, the role of education staff who have the capacity to manage the classroom.

Keywords: School Principal, Educator, National Standard School

1. INTRODUCTION

Law No. 32 of 2004 has contributed to significant reforms in the education management system in Indonesia. In this legislation, the management of several sectors is shifted to local governments, one of the sectors which is being deconcentrated is the education sector. In the sense of this Legislation, the Government must make national references and standards.

Law No.20 of 2003 specifies that the National Education Standards (SNP) include content standards, procedures, qualifications of learners, training workers, facilities, management, funding, and educational evaluation. This is also stressed in Government Regulation No 19 of 2005 on National Education Standards. A concrete example in the form of a National Standard School is required to realize this rule (SSN).

The growth of the world of education needs that any educational institution enhances its quality. Improving the standard of schools is an absolute prerequisite that all schools must fulfill in order to continue to survive in the field of education. In view of the fact that rivalry in the field of education is so high, the community's demands for the standard of schools have become a non-

negotiable choice. In an attempt to strengthen and improve the standard of education, a variety of reform agendas have been, are and will be introduced, such as the structuring of national laws on education and numerous other legislations. Various ground breaking education reform projects include the introduction of the BBE (Broad Base Education) approach or a broad-based approach to education, Life Skills focused education (LSH), education for all, KBK, MBS, Education Council, National Final Test, National Quality Schools (SSN) and Portfolio Evaluation [1].

According to Mulyasa [2] the positions, functions and duties of the director of a vocational school, i.e. 1) as an educator, the principal must be able to establish a favorable school environment, provide guidance to school representatives, inspire all educational staff and introduce models of interesting learning; 2) as a leader, the principal is obliged to oversee the learning process of the teacher.

The teaching process begins with the preparation of learning materials for the implementation of classroom learning, and the evaluation or assessment of learning results and content enrichment is carried out in accordance with the provisions and circumstances in the

school concerned. Education offered by the Principal through the implementation of supervision efforts to improve the competence of the teacher to carry out the learning process is required to take place optimally. In fact, the introduction of instructional oversight by the principal to enhance the quality of learning has not been carried out properly. It's just working in some colleges. The schooling process is a public process [3].

Suhardan [4] emphasizes the importance of the role of the principal in the implementation of learning supervision, which has an impact on the improvement of learning achievement. According to Jalal [5], education is an important institution in the process of preparing and enhancing the standard of genuinely skilled Indonesian human capital. The Principal must be able to practice technologies and be able to lead all members [6].

Nationally, our education faces a number of challenges, including low educational equity, low quality and importance of education, and poor educational governance. In order to recognize the roles and obligations of educators, in this case teachers, the references and goals to be accomplished in the field of learning apply to Law No. 20 of 2003 and Law of the Republic of Indonesia No. 14 of 2005 on Teachers and Lecturers and Government Regulations. RI Number 19 of 2005 on National Education Standards states that teachers are professional educators. Skilled educators can also deliver high-quality students [7].

In an attempt to strengthen and improve the standard of education, a variety of reform agendas have been, are and will be introduced, such as the structuring of national education legislation and numerous other legislations. Various ground breaking initiatives to reform education include the introduction of the BBE (Broad Base Education) approach or a broad-based approach to education, Life Skills-Oriented Education, Education for All, KBK, MBS, Board of Education, National Final Review, National Standard Schools (SSN) and Portfolio Evaluation [1].

Efforts to improve the standard of education have begun to be made by the government through a variety of initiatives, such as the teacher and teacher certification program, which mandates that at least teachers qualify for S1 or D4, while at least lecturers qualify for S2 or S3. They must also have expertise in the fields of research, teaching, contact with students and personality. Several changes to school buildings, curriculum reforms that enable teachers and students to voluntarily study to meet such minimum requirements, standardization of education, etc. have been implemented by the [8].

This shows that in formulating goals and attempts to achieve them, all members of the community need to do so. Both members have the same rights and responsibilities in the formulation of any policies to be enforced. Campbell, Bridges & Nystrand [9] suggest

that it is the principal's duty to arrange his school in such a way that these activities can be carried out.

The achievement of the objectives of national education is inseparable from the administrative ability of the principal to operate educational institutions in an effective and competent manner. Main managerial competence itself is characterized as the capacity of the principal to perform management functions, starting from the planning, coordination, control and optimization of the use of school resources. Rudolf Kempa [10] The management skill of the principal will assess the sustainability of the operations of the educational institutions. In order to ensure that the principal has a strong management competence and is accompanied by a leadership behavior that is consistent with the needs of the school and is able to control tensions in the schools in order. Principal as chief has the power and policies to increase the standards of education [11].

Teachers must also be responsible for creating an intellectual environment in the classroom. In reality, this atmosphere is intended to form the character of students, particularly with regard to the key academic values, namely science and creative attitudes. Teachers need to emphasize certain values that are related to the creation of science and creative attitudes in any assignment given to students, in guiding students to solve problems, or in answering questions from students. In order to be able to teach effectively, teachers will be educated on an ongoing basis and will, in particular, be equipped with information on how to teach correctly and how to evaluate effectively. So that it is hoped that teachers will establish their own teaching strategies, increase their own skills, and cooperate with other teachers as well.

This researcher raises the role of school principals, educators and educators in the development of national standard schools. Researchers identify and research how school principals, educators and staff carry out their positions in order to turn schools into national standard schools.

Based on the research emphasis set out above, the objectives of this analysis are: (1) To define the role of the principal in the implementation of the SDN. 08 Bandung Agung becomes a school with national standards; (2) Defining the role of educators (teachers) in the realization of SDN. 08 Bandung Agung becomes a school with national standards, and (3) defines the role of education workers in the implementation of the SDN. 08 Bandung Agung is a school with national standards.

2. METHODS

The tool used for this research is a descriptive method. Descriptive approach is a method that analyses individuals, objects, situations and systems of thought. The aim of the descriptive study is to provide objective and realistic explanations, paintings or descriptions of the reality, characteristics and relationships between the

phenomena being studied. Whitney [12] argues that the descriptive approach is a finding of truth with the proper interpretation.

This approach is used to explore secondary data that is also used as a supplement to obtain data that has not been collected from previous methods on how the position of school principals, educators and educators to make SD Negeri 08 Banding Agung a standard school. It's national.

The collection of data relates to the processes that researchers need to apply in the collection of data. When viewed in terms of data collection methods or procedures and processes, this can be achieved by means of evaluation, interview, recording and a combination of the three.

Observation as a data collection method has unique features when opposed to other methods, such as interviews and questionnaires. The observational data collection technique is used when the study involves human actions, work processes, natural phenomena and the surveyed respondents are not too high [13]. Direct observations or observations were made by the author in order to obtain real information about the role of school principals, educators and educators in making schools national standards and related matters, and then to document them. This approach is used to assess the role of school principals, educators and teaching staff in transforming 08 Banding Agung public elementary schools into national standard schools. Via field observations, researchers may classify the state of the object of study in general that is carried out directly.

Interview is a conversation about a particular reason. The discussion was conducted by two parties, namely the interviewer (interviewer) who asked the question and the interviewee who gave the answer to the question [14]. The parties used as sources or informants were the Principal of SDN 08 Banding Agung, SDN 08 Banding Agung Teachers and SDN 08 Banding Agung Students. In this case, an in-depth interview approach is used with a list of questions that have been prepared in advance. The unique aspect of in-depth interviews is their presence in the life of the respondent/informant. This approach is used to collect data on the role of school principals, educators and teaching staff in the implementation of SD Negeri 08 Banding.

Documentation is a history of past occurrences. Documents may be in the form of a person's writings, sketches or monumental works. The paper analysis complements the use of observation and interviewing approaches in qualitative research. As regards the form of reporting, the observation observed is not living beings but inanimate objects [15]. This approach is used to explore secondary data that is also used to supplement data that has not been collected from previous methods on the role of school principals, educators and educators in making SD Negeri 08 Banding Agung a national standard school. Data collection is linked to the process to be used by this

researcher in the collection of data through interviews, observation and recording. When considered in terms of methods or techniques and processes for data collection, this can be achieved by means of evaluation, interview, recording and a combination of the three.

3. RESULTS AND DISCUSSION

SDN 08 Banding Agung is located in Merbau Village, Banding Agung District, South of OKU Regency. Geographically, Merbau Village is located in a rural or plantation area, with most of its residents living as coffee farmers. SDN 08 Banding Agung was created in the name of SDN Merbau, on the basis of the Decree of the South OKU Regent, Number: 364/KPTS/DISDIK/2019, on the nomenclature of the Public Elementary Schools and the State Junior High Schools of South OKU Regency, so that the name SDN Merbau changed to SDN 08 Supreme Appeal. Since 2018, SDN 08 Banding Agung has increased the standard of the schools and has made very good progress, as seen from the 2018 data from the SDN 08 Banding Agung School Quality Report Card.

The progress made by SDN 08 Banding Agung is due to the efforts and hard work of the principal, educators and educational staff at SDN 08 Banding Agung, as well as the involvement of the school committee and the Merbau Village Government.

The study was conducted between November 2020 and December 2020 with interviewees including principals, teachers and educational workers who worked at SD Negeri 08 Banding Agung, South OKU Regency.

Based on the findings of the study and observations of the key researchers at SD Negeri 08 Banding Agung, they have three intelligences, among others, in carrying out their duties to establish schools with national standards. Skilled intelligence, the mainstay of SDN 08 Banding Agung does not have teaching assignments in class. Instead, the principal oversees the overall school curriculum. Personal knowledge, the Principal oversees the entire process of teaching and learning. The Chief Intelligence Officer of SDN 08. Banding Agung is a sweet guy who is easy to talk to. So that staff have no trouble communicating or talking to the Principal. Thus, educators and educators can easily understand the tasks that have been assigned to them.

4. CONCLUSION

On the basis of the findings, it can be inferred as follows: (1) In order to achieve a national standard school, the Principal must recognize its position and act as school principal or director; (2) The role of educators (teachers) in the establishment of national standard schools is that teachers must be able to become organizers, Demonstrators, successful Class Assistants, as facilitators and motivators in the teaching and learning process (3) Education workers have a very

important role to play in the introduction of national standard schools, at the primary school level education staff who have a significant role to play in supporting teachers in teaching and learning activities are the Library Manager (librarian).

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