

The Role of “*Penggerak*” and Independent Principal as Manager

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Abstract

This study aims to determine the role of the principal regarding programming, organizing, activating and supervising at SMPN 21 Seluma and at SMPN 24 Kota Bengkulu. The research method used is descriptive qualitative, with research subjects being principals, teachers, administrative staff engineering data collection using interviews, observations, and documentation. Data analysis techniques by collecting data, analyzing data, presenting data, and drawing conclusions, and testing the validity of the data are carried out with credibility which includes triangulation, transferability, dependability and confirmability. Research shows that school principals plan detailed HR, policies, curriculum by involving teachers, committees. Organizing begins with compiling the school's organizational structure, division of competence. Mobilizing teachers and staff by providing directions and guidance, motivating employees to take part in training seminars, workshops, continuing studies and holding monthly evaluation meetings, supervision by means of; observing attendance discipline, learning process, seeking information through the school's deputy head and colleagues, and conducting supervision.

Keywords: *Principal, Managerial Competence, Merdeka Curriculum*

Introduction

Principals are leaders and managers in education units where there is learning between teachers and students, as well as various interactions between communities in schools consisting of teachers, students, administrative staff, security, and parents. (Iskandar, 2017), (Hidayat et al., 2019). Thus the principal must carry out his role as a manager in managing the school to face changes. (Iskandar, 2017) Principals can make changes by initiating new thoughts, adjusting goals, objectives, inputs, processes, and outputs in the schools they lead according to existing progress and developments. (Angga & Iskandar, 2022)

As a driving principal, a principal must perform his role as a leader in the education unit. (Syafi'i, 2022), (Angga & Iskandar, 2022). According to (Mulyasa, 2022) leaders in schools will carry out their functions as follows: principal as educator, principal as manager, principal as administrator, principal as supervisor, principal as leader, principal as innovator, principal as motivator.

Decree of the Minister of Education and Culture of the Republic of Indonesia Number 371/M/2021 on the driving school program, states that as an effort to continue and develop the policy of improving and equalizing the quality of education, the Ministry of Education and Culture (Kemendikbud) initiated the driving school program. the driving school program seeks to encourage education units to transform themselves to improve the quality of learning in schools, then to carry out the impact on other schools to make similar quality improvements.

In general, the driving school program aims to encourage the transformation process of educational units in order to improve the achievement of student learning outcomes holistically from both cognitive and non-cognitive (character) competency aspects in order to realize the profile of Pancasila students.(Syafi'i, 2022) The expected transformation is not only limited to education units, but can trigger the creation of an ecosystem of change and mutual cooperation at the regional and national levels so that the changes that occur can be widespread and institutionalized. (Syafi'i, 2022) Where the driving school program begins with the selection of school principals as superior human resources to be able to carry out their duties and functions as leaders and managers in schools. In the driving school program, the principal is the main actor in school development. A person as a principal must have five competencies as support in carrying out their duties and responsibilities. The five

competencies according to PERMENDIKBUD Number 13 of 2007 (p5-7) are personality competence, managerial competence, entrepreneurial competence, supervisory competence, and social competence. In the driving school program, the main focus of the principal's competence is managerial competence, which consists of:

1. Develop school/madrasyah plans for various planning levels
2. Develop school/madrasyah organization according to needs
3. Leading the school/madrasyah in the context of empowerment towards an effective learning organization
4. Managing change and development of the school/madrasyah towards an effective learning organization
5. Create a school/madrasyah culture and climate that is conducive and innovative for student learning
6. Manage teachers and staff in order to optimally utilize human resources.
7. Manage school/municipal facilities and infrastructure in order to optimally utilize them.
8. Manage school/madrasah and community relations in order to seek support for ideas, learning resources, and school/madrasah financing.
9. Manage learners in the context of admission of new learners, and placement and capacity building of learners.
10. Manage curriculum development and learning activities in accordance with the direction and goals of national education.
11. Manage school/madrasah finances in accordance with accountable, transparent, and efficient management principles.
12. Manage school/madrasah administration in supporting the achievement of school/madrasah goals.
13. Manage school/madrassa special service units in supporting learning activities and learner activities in schools/madrassas.
14. Manage school/madrasah information systems to support programming and decision-making.
15. Utilize advances in information technology to improve learning and school/madrasah management.

16. Monitoring, evaluating, and reporting the implementation of school activity programs.

In implementing the program, the main obstacle is that the principal does not have managerial skills because the principal is an additional position given to teachers so that teachers who are selected as principals must master managerial skills through various trainings. (Hidayat et al., 2019) In the driving school program that has been running for 2 years, in addition to managerial skills, principals are also required to have the ability to innovate in school development. In this study the authors are interested in studying this more deeply so that the purpose of this study is to find out: (1) Program Planning at the Movement School (SMPN 21 Seluma) and at the Independent School (SMP Negeri 24 Kota Bengkulu). (2) Organizing in the Movement School (SMPN 21 Seluma) and in the Independent School (SMP Negeri 24 Kota Bengkulu). (3) Mobilized teachers and staff at the Activator School (SMPN 21 Seluma) and at the Independent School (SMP Negeri 24 Kota Bengkulu). (4) Supervision at the Movement School (SMPN 21 Seluma) and at the Independent School (SMP Negeri 24 Kota Bengkulu).

Research Method

Research on "The Role of the Principal of Penggerak and Mandiri Schools as a Manager researchers use a qualitative approach to primary information and secondary information after which the researcher reveals the content or meaning of the legal provisions that have been determined to be judged by the same law, different or have their own description of the legal studies that have been tried. The research on the Principal's Role as a Manager was conducted in two schools, namely in the Mover School and Independent School located in Sekolah Mengah Pertama Negeri (SMPN) 21 Seluma which is located in Kungkai Baru Village, Air Priukan Sub-district, Seluma Regency, approximately 12 KM from the main road Bengkulu City-Seluma (from the three Priukan intersection) and Sekolah Menegah Pertama Negeri (SMPN) 24 Kota Bengkulu which is located on Jalan Mayor Purn. Boerhan Dahri, Selebar Sub-district, Kota Bengkulu. The research on the role of the principal as a manager was conducted in two schools from December 2022 to January 2023. The research subjects were principals, teachers and administrative staff of SMP Negeri 21 Seluma, and teachers and administrative staff of SMP Negeri 24 Kota Bengkulu. The school principal was

chosen as the respondent because the principal is the main actor while the teachers and administrative staff were chosen and made the subject of the research because they are the people who directly intersect with the principal to be able to provide data and information as much as possible about program planning, organizing, mobilizing / utilizing teachers and staff, as well as supervision carried out by the principal.

The data collection techniques used in this research are interviews, observations and documentation studies. The analysis technique used is using data reduction, data presentation and conclusion drawing.

Result and Discussion

Results

1. School Program Planning

School principals must develop a plan that is often called a school work plan (RKS), which is a plan in all fields to achieve school goals that have been set previously. A school goal must be clear and measurable so that the school is able to adjust to the circumstances and potential of the school environment, uniqueness, social culture of the community and the needs of students by optimizing the potential of the school.

In an effort to prepare program planning in schools, it is necessary to collect data, use educational report cards, and formulate various solutions to existing problems. To explore the process of program planning in schools, interviews were conducted with principals, teachers and administrative staff at SMPN 21 Seluma and SMPN 24 Bengkulu City.

The interview at SMPN 21 Seluma is as follows.

The results of the interview with Depi Pefriyadi, S. Pd as the principal of SMPN 21 Seluma regarding program planning conducted on 13 December 2022 are as follows;

"Yes, as the principal, I have to gather information from teachers, administrative staff and the school committee so that I can get data and input from various sources. In planning, data collection activities are always carried out and information is extracted for the preparation of school development programs. The data obtained includes the results of the education report card which includes the national assessment and the data is the basis for making programs according to school needs. The education report card is a reference in planning the school development program. This is because the items on the indicators and dimensions of the education report card can be clearly seen in the color of the priority improvement percentage. So that with the use of the education report card, it can be arranged what things will be prioritized for improvement at SMPN 21 Seluma."

Based on the results of interviews on planning or program preparation at SMPN 21 Seluma, the principal utilizes various data as a basis for planning in schools as an effort to improve the quality of education in schools. In the preparation of the program, the principal involves teachers and administrative staff to provide opinions and input as well as utilizing the Education report card for the basis of preparing school program priorities.

Interviews at SMPN 24 Bengkulu City is as follows.

Interview with the principal of SMPN 24 Bengkulu City, Mrs. Sulastris, M.Pd on January 17, 2023.

"Yes, I as the principal conduct regular meetings to discuss the development of school quality. The meetings are intended to obtain various kinds of information in the school. I conduct evaluations. Through evaluation, the strengths and weaknesses can be used as a benchmark for school progress. The evaluation is by utilizing the education report card as data to determine the evaluation of strengths and weaknesses to develop the school program."

From the results of the interview, the principal of SMPN 24 Bengkulu City held a meeting with the teachers and staff to discuss the problems in the school. The principal, assisted by staff, presents the education report card data to be analyzed about the components contained in the education report card. From the results of the analysis and evaluation, the school program was prepared.

2. Organizing

Principals as managers have the task of organizing human resources in education units. Principals in organizing begin by compiling an organizational structure at school, placing human resources (HR) both teachers, staff and scuriti according to their abilities. The division of roles and duties of teachers includes tasks in the classroom and supporting tasks outside the classroom. So that all school components have their respective duties and responsibilities according to the abilities that have been given by the principal.

To find out things related to organizing at SMPN 21 Seluma and SMPN 24 Bengkulu City, the researchers conducted interviews with the principal, several teachers and staff. The results of the interview with the principal about the division of tasks and responsibilities are as follows:

The results of the interview at SMPN 21 Seluma:

Related to the organization and division of authority and coordination mechanisms at SMPN 21 Seluma, the Head of SMPN 21 Seluma in his interview on 13 December 2022 said:

"Yes, we held a meeting discussion with the school community of teachers and staff to divide and determine the main tasks and functions (tupoksi) of each teacher or staff. We adjust the division of tasks according to the educational background. For example, S1 science teaches science subjects and so on. Due to the limited number of human resources, some teachers have concurrent duties. Through a joint meeting, teachers and staff are assigned tasks and given a decree. The decree contains the vice principal for curricula, the vice principal for student affairs, and others. Based on the decree, they have their respective roles and coordinate with each other both in making program plans and providing reports on the results of work to the principal."

Based on the interview with the principal, it is known that the principal compiled the organizational structure and held a meeting with the teachers and administrative staff to convey the division of duties of each teacher and staff based on their educational background and skills. The division of duties and responsibilities of teachers and staff is outlined in the principal's decree which is distributed to all teachers and administrative staff.

The results of the interview at SMPN 24 Bengkulu City:

Regarding the organization and division of authority and coordination mechanisms at SMPN 24 Bengkulu City, the principal of SMPN 24 Bengkulu City, Mrs. Sulastris, M.Pd on 17 January 2023 said:

"Teachers are given responsibilities according to their formation and educational qualifications and are given additional duties to several teachers. Administrative staff are given full responsibility in managing school administration. Make a decree of assignment, then convey the duties and responsibilities based on the decree made. Furthermore, they evaluate the duties of the teachers."

Based on the results of interviews with the head of SMPN 24 Bengkulu City, it can be concluded that the principal carries out the role of organizing by distributing tasks and responsibilities to all teachers and administrative staff based on their educational qualifications and based on the availability of existing formations. Some teachers are given additional duties such as vice principal, as BP teacher, and some as dapodik admin. The division of duties and responsibilities is in the form of a decree from the principal of SMPN 24 Bengkulu City.

3. Mobilizing teachers and staff

Principals in carrying out their duties as managers, especially to mobilize teachers and school staff, must have good communication skills. Through communication, orders, suggestions to teachers and staff can be conveyed so that they have the awareness and willingness to carry out their duties to achieve organizational goals that have been set previously.

Principals need to provide direction and guidance to teachers and staff to be responsible for the tasks that have been agreed upon. In an effort to obtain various information related to mobilizing teachers and staff, an interview was conducted with the principal.

Interview results at SMPN 21 Seluma

Interviews related to mobilizing teachers and administrative staff with Depi Pefriyadi, S. Pd as the principal of SMPN 21 Seluma on December 13, 2022 said:

"Yes, each teacher and staff member is assigned according to his or her field and ability and is SK-kan according to mutual agreement. To maximize the teachers and staff in carrying out their duties, I provide direction and guidance both in general and specifically. In addition, some teachers are given awards such as exemplary teachers, disciplinary teachers, as well as staff. Awards are given at certain moments. On the other hand, for teachers and staff who are negligent in carrying out their duties, guidance and direction are given. If the guidance record has exceeded the limit, it will be submitted to the Education and Culture Office in the performance report. Every teacher and school staff is given the right to express their opinions during meetings or directly to me. All aspirations will be accommodated and discussed to be studied from the principle of the benefits of school progress and adjusted to the potential of the school."

Interview at SMPN 24 Bengkulu City

Interviews related to mobilizing teachers and administrative staff with the principal of SMPN 24 Bengkulu City, Mrs. Sulastri, M. Pd on January 17, 2023 said:

"Yes, so that tasks are carried out well, tasks are carried out to teachers and staff according to educational qualifications. The principal gives awards without favoritism in providing guidance to teachers and staff. Rewarding outstanding teachers in the form of certificates, praise and giving full encouragement to teachers who want to learn. And I provide opportunities for teachers and staff to express their opinions and hopes for school progress."

4. Supervision

The principal has the task of supervising the performance of teachers and school staff. The supervision carried out is to control and carry out supervision related to the implementation of learning so that teaching and learning activities can run effectively and efficiently.

To obtain information about the supervision carried out by the principal, the researchers dug up information from various parties, both from the principal and the teachers and staff at the school. In an interview with the principal, information related to supervision was obtained,

Interview results at SMPN 21 Seluma

Interview related to supervision by the principal of SMPN 21 Seluma, Mr. Depi Pefriyadi, S. Pd on December 13, 2022 with the results:

"The implementation of supervision that I carry out related to the duties of teachers is to examine learning documents and observe the learning process that is taking place. Based on the results of the supervision, I carry out supervision on a regular basis, supervision is carried out either in groups or individually depending on the aspect of the problem. As principal, I arrive early to set an example and to check the attendance of teachers and staff. During class time, I sometimes go around to monitor teaching and learning activities. And during break times I join in to listen to and joke with teachers. By checking the files and reports on the activities or tasks of teachers and staff, the level of deficiencies will be known."

Interview at SMPN 24 Bengkulu City about supervision

The head of SMPN 24 Bengkulu City, Mrs. Sulastris M. Pd. Delivered:

"By evaluating teachers and staff, by being present every day and leaving on time. Besides asking for information from the vice-principals".

Information related to supervision by the principal of teachers and staff was also asked to several teachers, namely an interview with Mrs. Robiatul Audaya, S. Pd, a mathematics teacher at SMPN 24 Bengkulu City, who said:

"The principal gives teachers and staff the opportunity to evaluate themselves, then supervision is carried out".

Discussion

1. School Program Planning

That the head of SMPN 21 Seluma prepares school program planning, school program planning is very important to realize the educational goals in schools both micro and macro. The preparation of the program is carried out as a basis for realizing and developing the quality of school education towards a better direction, in terms of program preparation the principal involves teachers and staff, representatives of the school committee.

The principal of SMPN 24 Bengkulu City, Bengkulu Province, planning the preparation of the school program begins with conducting a limited meeting with deputy principals to formulate solutions to existing problems before the presentation of education report card data during a meeting with the board of teachers and administrative staff. Then the program plan is presented to the teachers and administrative staff to get input on the formulation of various solutions and alternatives to solve the root of the problem that will be used as a school program.

The above is in accordance with what Wakila (2021) stated that the meaning of planning means, namely 1) Managers or leaders think carefully in advance of goals or objectives and actions based on several methods, plans, or logic and not based on feelings. 2) Plans direct the goals of the organization and establish the best procedures for achieving them. 3) Plans are guidelines for the activities of educational institutions in obtaining and using the resources necessary to achieve goals.

Related to the use of data in the preparation of school programs has also been done, based on the results of the interview we can see the principal collecting data and information.

That to the school SMPN 21 Seluma. in terms of program preparation by collecting various data and information from various parties including the use of education report cards. The data and information obtained will be analyzed to find a solution. The draft program is presented to the teachers and administrative staff as well as the school committee for input. The program is prepared at the beginning of the new school year based on the main priorities for improving the quality of education in the school,

Meanwhile, the head of SMPN 24 Bengkulu City presents the education report card as the basis for the preparation of the program plan to the teachers and administrative staff to obtain input on the formulation of various solutions and alternatives to solve the root of the problem that will be used as a school program.

The use of data and information as the basis for program preparation, formulation and analysis of problems as the main issue in planning is emphasized by Rizki et al (2021) writing that the preparation of an education strategic plan can be carried out in three stages, namely diagnosis, planning, and preparation of plan documents. The diagnosis stage is the stage of collecting various planning information as material for the strategic plan planning study, which is a very important document for government agencies, including in the education sector, because it is used as the main guideline in formulating policies and dividing tasks so that any work carried out does not deviate from the main objectives. Leaders are required to be able to develop the right strategy for the progress of the institution they lead through the preparation of the strategic plan.

2. Organizing

The principal of SMPN 21 Seluma has carried out his role as an organizer by compiling a school organizational structure that reflects the division of duties and

responsibilities of each employee. To increase the effectiveness of the organization, the principal assigns tasks and responsibilities based on skills and based on the competence and educational background of the employees.

While the head of SMPN 24 Bengkulu City organizing begins with forming a work team by issuing a decree of the principal of SMPN 24 Bengkulu City which contains the assignment of teachers and staff. The formation of the work team is outlined in the school's organizational structure which reflects the coordination mechanism both in terms of learning activities in the classroom, or learning outside the classroom, utilizing learning facilities so that learning activities at school can run smoothly.

The research conducted shows that the principal of the state junior high school (SMPN) 21 Seluma and the principal of the state junior high school (SMPN) 24 Bengkulu City have organized by compiling a school organizational structure and dividing tasks and authorities according to the educational background of teachers and staff, as well as providing additional tasks according to the skills or expertise of subordinates. the principal of the state junior high school (SMPN) 21 Seluma before making decisions always collects various information and data from various sources, both vice principals, peer teachers and from sources as material for consideration and discussion in making decisions.

The preparation of the organizational structure and the division of tasks and authority by the principal is in accordance with the opinion of Wakila (2021) which states that in the implementation (organization) is carried out by dividing tasks, authority, and responsibility in detail based on their respective parts and fields so that synergistic, cooperative, harmonious, and harmonious working relationships are integrated in achieving agreed goals. Clarity of individual or group tasks that will give birth to responsibility. A leader or principal must assign tasks to the right people, according to their position and competence, so that the work is carried out according to the expected quality.

3. Teacher and staff mobilization

The principal of SMPN 21 Seluma empowers all teachers and staff by assigning responsibilities according to the competence and educational background of the employees. The principal gives all teachers and staff the opportunity to express their opinions either during meetings or individually, all opinions will be reviewed and considered for the progress of the school.

The principal of SMPN 24 Bengkulu City in mobilizing teachers and administrative staff by being empowered in the field according to their expertise. In addition, the principal sets an example of arriving early and leaving late (discipline), providing guidance and direction related to the work that will and is being done by teachers and staff. Providing guidance is done either personally or in groups either orally or in writing.

Meanwhile, to motivate teachers and staff, the principal of Negeri 21 Seluma gave awards to employees who had achievements in the form of disciplined employees, commander employees, awards given during the Monday ceremony. Conversely, for employees who violate the rules that have been agreed upon, a reprimand will be given both verbally and in writing and followed up with coaching.

Based on this, what the principal has done regarding the mobilization of teachers and staff is also in line with the opinion of Putri et al. (2022) at the mobilization stage, the principal mobilizes all relevant people to immediately jointly carry out activities in accordance with their respective duties. In this context, it is emphasized that the principal must work closely with the community and school community.

4. Surveillance

The principal of State School 21 Seluma supervises teacher performance either directly or indirectly. The principal uses the observation method to determine the level of teacher performance during teaching and learning activities in the classroom. The principal also discusses with the vice principal and peers to gather information related to teachers in terms of discipline, as well as about carrying out their duties.

Meanwhile, at SMPN 24 Bengkulu City, the principal carries out supervision by monitoring employee attendance through attendance discipline, besides that the principal involves the vice principal to monitor activities carried out by teachers in carrying out the learning process. The principal encourages teachers and staff to always introspect themselves in terms of learning and discipline. Teachers will be evaluated through supervision to find out about their duties and responsibilities.

Conclusion

In general, the results of the study can be concluded that in planning the principals of SMPN 21 Seluma and SMPN 24 Kota Bengkulu involve various parties such as vice

principals, teachers and staff, and even ask for input from representatives of the school committee, school programs are made based on educational report cards with data-based planning analysis. In organizing the principals of SMPN 21 Seluma and SMPN 24 Kota Bengkulu compile a school organizational structure, which reflects the division of duties and responsibilities of all employees. The duties and responsibilities distributed to teachers and staff will be published in the principal's decree based on the competence and education of employees. In the activities of mobilizing teachers and staff, the principals of SMPN 21 Seluma and SMPN 24 Kota Bengkulu all educators and education personnel are given directions, guidance orders and instructions either verbally or in writing with a pleasant communication style for all employees. In the implementation of supervision, the principals of SMPN 21 Seluma and SMPN 24 Kota Bengkulu supervise all employees periodically. The supervision conducted by the principal is individual or group depending on the level of problems faced by teachers and administrative staff.

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