

MANAGEMENT OF SCHOOL PRINCIPAL CHANGES IN ACHIEVING NATIONAL EDUCATION STANDARDS AT SDN 2 UEDELE TOJO DISTRICT TOJO UNA-UNA

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Abstract

Management of School Principal Changes in Achieving National Education Standards at SDN 2 Uedele Tojo District Tojo Una-Una District. Elementary School Teacher Education Study Program, Department of Education, Faculty of Teacher Training and Education, Tadulako University. Advisor Dr. Rizal M.Pd. The problem in this study is about the Management of Change of School Principals in Achieving National Education Standards in SDN 2 Uedele Tojo District, Tojo Una-Una District. This type of research uses qualitative research with a descriptive approach, where the results of this study are described in the form of sentences and words. Bogdan and Taylor define qualitative research as research that produces descriptive data in the form of written or spoken words from people and observable behavior. This type of research is descriptive which aims to provide an overview of various problems based on the factors obtained from the object under study. The object of this research is the principal of SDN 2 Uedele and the location of this research is SDN 2 Uedele. The instrument used in this study was a questionnaire. The questionnaire used to find out how the management of school principal changes in achieving the national education standards at SDN 2 Uedele. The questionnaire consists of 15 questions using alternative answers, namely strongly agree (SS) = 4, agree (S) = 3, doubt (RG) = 2, disagree (TS) = 1. Based on research data and discussion of management changes in school principals in achieving national education standards at SDN 2 Uedele, it can be concluded that the change management of school principals in achieving national education standards is classified as "Good" criteria.

Keywords: Change Management, Principal, National Education Standards

INTRODUCTION

National Education Standards (SNP) are minimum criteria regarding various relevant aspects in the implementation of the national education system and must be met by education providers and/or educational units throughout the jurisdiction of the Unitary State of the Republic of Indonesia. To carry out an educational program well, a measurable or directed guide or reference is needed. Therefore, the government has issued Government Regulation Number 19 of 2005 concerning National Education Standards which was later refined by PP Number 32 of 2013 namely National

Education Standards which function as the basis for planning, implementing, and supervising education in the context of realizing quality national education. . National Education Standards aim to ensure the quality of national education in the context of educating the nation's life and shaping the character and civilization of a dignified nation. Improvement of the National Education Standards in a planned, directed, and sustainable manner in accordance with the demands of changes in local, national, and global life in order to realize the functions and goals of national education.

Improving the quality of education is determined from the optimal implementation of duties and responsibilities by both educators and students (Muchtar, 2010; Atmojo, S. E. 2016). The demands of the educational model can only be realized if there is a paradigm shift and pattern of action in various contexts of implementing the education and learning process (Puspitasari, 2016). Changes in the procedures for organizing educational activities in a paradigmatic manner and learning occurs in the classroom (Anandita, 2011; Astawan, I. G., Anggreni, N. M. D., Atmojo, S. E., & Ardiansyah, A. 2021). According to Firmansyah, A., & Rizal, R. (2019), this view requires students to have an understanding that is not only theoretical, but must be a meaningful learning experience including the ability to think.

Education always gets a top priority in development and gets great attention from the government and the community, one of the places where the education process will run is schools. Where in it there are people who have direct activities with the world of education, namely students, teachers, school principals, and other people involved in it. In law number 20 article 13 paragraph 1 of 2003 concerning the national education system it is stated that "the education path consists of formal, non-formal, and informal education that complement and enrich each other.

Learning in elementary schools uses a thematic approach, this is in line with the Regulation of the Minister of Education and Culture that one of the completeness of the elementary school curriculum or madrasah ibtidaiyah is integrated thematic learning guidelines (Kemendikbud, 2014). The standard process for primary and secondary education includes thematic learning, which is an inherent characteristic of learning in SD/MI (Kemendikbud, 2016). The regulations set out in the National Education Ministerial Regulation are the juridical basis for the use of the thematic approach in elementary schools. While

theoretically the thematic approach in elementary schools refers to the developmental theory put forward by Piaget, that at the age of 7-11 years children are in the concrete operational stage, where at this stage the child has begun to deal with the real conditions of the environment around where he lives (McLeod, 2018). At this age, children have begun to adapt to everyday life outside of themselves and their families (Herlina, H. 2019).

In the implementation of education, especially elementary school, this becomes important because elementary school is a place of learning for children who are at the earliest level. The learning process starts from children aged 6-7 years to be able to register for elementary school. In its implementation, education in elementary schools is given to students with the amount of material or subjects that must be mastered. Among them are religious education subjects according to the beliefs and beliefs of each student, civic education, natural sciences, social sciences, Indonesian language, mathematics, physical and spiritual education, and arts and crafts education accompanied by local. Therefore, education is an important factor and strategy in improving the quality of human resources and has an important effect on the growth period of elementary school age.

Learning that must be developed in the 21st century is learning that is directed at encouraging students to find out, not learning that tells students. Learning that encourages students to find out is active and constructive learning (Surahman, S., Suleman, S. M., & Hatibe, A. 2019).

The regulation of the Minister of National Education of the Republic of Indonesia Number 13 of 2007 concerning Standards for Principals/Madrasahs, "as a school principal, the competence of a principal must exceed the competence of an ordinary teacher. A school principal must have dimensions of personality, managerial, entrepreneurial, supervisory and social competence. With professional management skills, principals are expected

to be able to develop effective school programs, create a conducive climate and to encourage teachers to carry out learning in schools, principals interact with their subordinate teachers, monitor and assess daily activities.

At the level of the education unit (school), of course the most responsible for achieving SNP is the principal because the principal is the leader and the highest person in charge at the school level (Rizal, R., Wilade, S. J., & Herlina, H. 2020).

Directorate of Education Personnel Development, Directorate of Teacher and Education Personnel, Ministry of Education and Culture of the Republic of Indonesia 2019 "Principals have a strategic role to make changes in schools. The principal as a leader has the right alternative solution to improve the condition of the existing school. However, to make changes requires consideration and the right way. If a school principal makes changes in the school in an inappropriate way, it can be a big problem for both the principal himself, teachers, staff, education offices and the wider community. Therefore, school principals need to integrate concepts and procedures to implement changes in schools, so that changes can run well and naturally in principle. Changes in schools are directed at 3 targets, namely increasing academic supervision in schools, developing the capacity of education personnel in schools and developing curriculum in schools. For this reason, in the process of managing school principals, they must be able to achieve the quality of national education standards. Thus it can be interpreted that the role of a leader in this case is the principal, who is influential in the process of national quality education standards. The main task of the teacher is to teach, which is to convey or transfer knowledge to his students. Therefore, an elementary school teacher is to master all fields of study (Sinanang, M., Firmansyah, A., & Rizal, R. 2014).

METHOD

The approach used in this research is a qualitative approach. Sugiyono (2012)

suggests "qualitative research is used to examine the condition of natural objects, where the researcher is the key instrument, the data collection technique is triangulation, the data analysis is inductive or qualitative, and the results of qualitative research emphasize meaning rather than generalization". Qualitative research is a type of research approach that produces descriptive data presented by researchers in the form of written or verbal words observed from the behavior of a person or several people.

This type of research is descriptive research which aims to provide an overview of various problems based on the factors obtained from the object under study.

In order to make it easier for researchers to conduct research on determining the location of this research, this research was carried out at SDN 2 Uedele, Tojo District, Tojo Una-Una Regency.

Descriptive analysis is used to determine the managerial ability of school principals in achieving national education standards at SDN 2 Uedele by using a percentage (%) with the following formula:

$$P = \frac{f}{n} \times 100\%$$

(Sugiyono 2012)

Description:

P = proportion

F = number of frequencies

N = number

Descriptive analysis is also intended for the management of school principal changes obtained from the questionnaire, Suharsimi Arikunto (1991) can be given a score with the classification of each variable as follows:

80 – 100	: Very High
66 – 79	: Height
56 – 65	: Medium
40 – 55	: Low
30 – 39	: Very Low

RESULTS AND DISCUSSION

The results of observations made by researchers at SDN 2 Uedele, that currently the school is led by Mr. Akrim A,

Djambolino who has served for more than 3 years starting from 2017 until now. Starting from the beginning of his tenure at the school, the school principal is currently making a lot of efforts to improve the development and progress of the school, one of which is efforts to increase the school's accreditation, starting from D accreditation to B accreditation which has now been achieved. The current achievement of B accreditation at SDN 2 Uedele is the result of hard work and collaboration between schools. It is also inseparable from the management process carried out by the principal in a good and systematic manner as evidenced by the rehabilitation of buildings and the school environment up to 90% in a well-organized and neat manner. Currently the principal is planning to achieve A accreditation.

The school is also currently using the 2013 curriculum, and in its implementation the principal is currently working on achieving the standards of educators and education personnel for the

achievement of the competencies of educators and education staff at SDN 2 Uedele, currently the school has 12 teachers, from a total of 12 teachers. the existing teaching staff, who have met the standard criteria for educators and education personnel at the school, only 3 people who have a PGSD S1 degree and 2 of them do not yet have teacher certification, while the other one already has teacher certification, namely the principal himself. And the remaining 9 educators and education staff still hold D3 degrees. So this has resulted in not achieving the standards of educators and education personnel.

To be able to assess the change management carried out by school principals in achieving national education standards, it can be measured by showing planning, organizing and evaluating indicators. These indicators were then analyzed by looking at the data from the questionnaire which consisted of 8 teachers as respondents.

Table 1. Data of Teacher Questionnaire Results at SDN 2 Uedele About Principal Change Management

Principal Management Criteria	Achievement Classification	Frequency	Percentage (%)
Very High	80 – 100	4	50
High	66 – 79	2	25
Currently	56 – 65	2	25
Low	40 – 55	-	-
Very low	30 – 39	-	-

Based on Table 1 above, out of 8 teachers, there are 4 teachers or 50% who give very high classification criteria to principals who are able to manage change in schools in achieving national education standards, 2 teachers or 25% who provide criteria with high classification to principals who are able to manage change in achieving national education standards and 2 other teachers or 25% who provide criteria with moderate classification to principals who

are able to manage change in achieving national education standards.

Based on the results of research on the management of school principal changes in achieving national education standards at SDN 2 Uedele, Uedele Village, Tojo District, Tojo Una-Una Regency on March 9, 2021, which was carried out by researchers, researchers concentrated on 3 aspects that are the main things in the change management problem that carried out by school principals in achieving

national education standards at SDN 2 Uedele, the 3 aspects are "planning, organizing, and leadership". In line with the opinion of one expert, Mulyasa (2004) "that the role of the principal in school management is to plan, organize, control and lead". Based on the results of research on the management of school principal changes in achieving national education standards at SDN 2 Uedele, Uedele Village, Tojo District, Tojo Una-Una Regency on March 9, 2021, which was carried out by researchers, researchers concentrated on 3 aspects that are the main things in the change management problem that carried out by school principals in achieving national education standards at SDN 2 Uedele, the 3 aspects are "planning, organizing, and leadership". In line with the opinion of one expert, Mulyasa (2004) "that the role of the principal in school management is to plan, organize, control and lead".

The change of management process carried out by school principals in terms of achieving national education standards in schools in this case at SDN 2 Uedele, principals are required to be able to carry out their mandate and responsibilities as managers in schools by improving their managerial abilities appropriately in leading schools. The leadership style that is applied must also adapt to the circumstances and characteristics of the school environment while carrying out strategies to achieve school goals and objectives and the desired national education standards. Mulyasa (2002) argues that "leadership is a process of influencing the activities of a person or group in an effort to achieve goals in certain situations". So that it can be interpreted that the leadership of a principal as a school manager is very important because his position is a strategic place to make changes, influence and decide policies to achieve the goal of achieving the desired national education standards. The following is a discussion of the 3 aspects mentioned above:

Planning

Implementation of planning in determining the vision, mission and strategy by understanding how to achieve it to get the best or high criteria, after that it can develop a curriculum to get good or high criteria, and can carry out personnel development, student management, complete school facilities, finance, maintain good relations with the community using the school-based management model, the principal of SDN 2 Uedele is classified as good or high. All of this can be seen from the results of questionnaires filled out by teachers and the results of interviews with school committees and school principals. The method taken by the principal in formulating the school's vision and mission is carried out properly and clearly. Implementation of determining strategic steps for school programs and to determine school targets is carried out realistically using measurable criteria. The method taken by the principal so that the results that have been planned and decided are known by the entire school is socialization at school meetings.

According to Soerjono Soekanto (2009) "socialization is the process of communicating culture to new citizens". In general, socialization is defined as the process of inculcating or transferring habits or values and rules from one generation to another in a group or society. In connection with the way the principal above socializes all school programs that have been planned by the principal teacher, all components in the school feel their role is very much needed because the principal is always honest and transparent in finances so that the school will continue to be on the line of struggle. to create an honest and noble Indonesian generation.

Organizing

The organization carried out by the principal of SDN 2 Uedele is able to coordinate school resources optimally according to school needs, and is able to mobilize school resources in a better direction. As explained by the principal himself in the interview in this study, it can

be seen from the perspective of school construction that so far has progressed and has improved. The availability of facilities and infrastructure in schools that can support the learning process for students and teach for teachers is evidence that the principal has carried out the organization well.

Evaluation

Evaluation is the process of monitoring and controlling school performance to ensure that the implementation of activities in schools is in accordance with the predetermined plan. The purpose of the evaluation is to obtain a basis for consideration of the end of a period of work, what has been achieved, what has not been achieved and what needs attention, to ensure an effective and efficient way of working, to obtain facts about difficulties, obstacles, etc. deviations are seen from certain aspects such as the annual program, and learning progress.

Evaluation is very important, therefore efforts to improve and ensure the quality of an educational program at SDN 2 Uedele continue to be carried out in order to maintain what has been achieved and what is being worked on. This evaluation is based on program objectives and needs assessment, in identifying the strengths and weaknesses of these program components. Program evaluation should involve all types of programs, involving parents and the community, the development of individual educational plans, the structure of the learning environment, the personality of the curriculum, the provision of curriculum development, and assessing the transitional period of administration and planning. Program evaluation is the process of systematically determining the quality of a program and how the program can be improved.

CONCLUSION

Based on the results of research and discussion regarding the Management of Changes in Principals in Achieving National Education Standards at SDN 2 Uedele, Tojo District, Tojo Una-Una

Regency, it can be concluded that the change management carried out by school principals in achieving national education standards at SDN 2 Uedele is in "good and achieved" category. Of the 3 aspects, including planning aspects are included in the "good" category, organizing aspects are included in the "good" category and evaluation aspects are included in the "good" category.

As well as the achievement of national education standards carried out by the principal of SDN 2 Uedele classified as "good" category including management standards included in the "good" category, standards for educators and education personnel included in the "less" category, and facilities and infrastructure standards included in the "good" category".

Management of change in achieving good national education standards carried out by the principal of SDN 2 Uedele will have an impact on the continuity of the school and the school community he leads, the realization of accreditation in schools becomes a mirror and benchmark for school success as a result of the management carried out by the principal.

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