



Policy Analysis of Principals' Competency in Primary Schools

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Abstract: Education is one of the most important aspects of the continuity of human life. The role of school principals in educational institutions is crucial and is connected with implementing various elements in carrying out their duties. Various policies under the control of school principals determine the level of educational quality success, which also depends on the school principal's policies. Problems arise when it is known that several school principals throughout the provinces of Indonesia need more competence. The purpose of this research is to investigate the implementation of school principal competency policies in elementary schools. This article is written using a qualitative approach. The results show that a school principal must fulfil and possess comprehensive skills in competency policies, especially at the elementary school level. The school principal must first understand the job description based on competency standards. Each school has its unique vision and mission compared to other schools. The determination of the vision and mission is adjusted to the school principal's goals in directing the school towards specific areas driven and supported by the surrounding school environment factors. The conclusion drawn from the conducted research is that the school principal's competency policies include social competence, supervision, entrepreneurship, managerial skills, and personality.

Abstrak: Pendidikan merupakan salah satu hal yang terpenting demi keberlangsungan kehidupan manusia. Peran kepala sekolah didalam lembaga pendidik memiliki peran yang sangat penting yang memiliki keterkaitan dengan penerapan beberapa unsur dalam menjalankan tugasnya. Adanya berbagai macam kebijakan yang berada dibawah kendali kepala sekolah menjadikan tingkat keberhasilan mutu pendidikan tergantung kepada kebijakan kepala sekolah juga. permasalahan mulai timbul saat diketahui bahwa terdapat beberapa kepala sekolah di seluruh Provinsi Indonesia yang memiliki kompetensi yang rendah. Tujuan dari penelitian ini adalah mengetahui terkait penerapan kebijakan kompetensi kepala sekolah yang ada di sekolah dasar. Penulisan artikel ini menggunakan jenis kualitatif. Hasil yang didapatkan seorang kepala sekolah harus memenuhi dan memiliki keahlian secara menyeluruh terhadap kebijakan kompetensi khususnya pada jenjang sekolah dasar. Kepala sekolah harus mengerti terlebih dahulu terkait tupoksi yang didasarkan pada standar kompetensi. Setiap sekolah tentu memiliki visi dan misi yang berbeda antara satu sekolah dengan sekolah yang lainnya. Penetapan terkait visi dan misi tersebut disesuaikan dengan tujuan kepala sekolah untuk mengarahkan sekolah kearah bidang mana yang didorong dan didukung oleh faktor lingkungan disekitar sekolah. Kesimpulan dari penelitian yang dilakukan adalah kebijakan kompetensi kepala sekolah diantaranya kompetensi sosial, supervise, kewirausahaan, manajerial, dan kepribadian.

A. Introduction

Education is one of the most important aspects of the sustainability of human life (Putro et al., 2020). In order to achieve the goals of national education, the government makes updates related to various fields such as curriculum, systems, financing, and educators (Ahyani et al., 2021). The national education system in Indonesia aims to produce generations of Indonesians who possess abilities, intelligence, responsibility, democracy, independence, creativity, competence, knowledge, health, noble character, and devotion to God Almighty (Wiyani, 2017).

In the education system in Indonesia there are various levels of education that must be taken by students (Pratiwi & Laksmiwati, 2016). In school management, a key figure called the principal plays a crucial role (Barkah, 2017). The principal has a series of school development objectives (Jaliah et al., 2020). The role of the principal in an educational institution is highly significant and involves the application of several elements in carrying out their duties (Abrori & Muali, 2020). The primary task of a school principal is to maximize the achievement of educational goals (Sabrina et al., 2020). The success of achieving educational goals and quality directly depends on the principal's actions (Gani, 2020). Therefore, school principals must formulate policies to attain national education goals (Taufan & Mazhud, 2016).

The success rate of education quality depends on the policies implemented by the principal (Aziz, 2015). The principal's main task is to lead, which includes pioneering, guiding, directing, and providing motivation to the people involved and making decisions related to the school (Fajri et al., 2019). The principal's policies are rules that must be followed by everyone, including teachers, students, and the principal themselves (Ilham, 2021). The principal's responsibilities in an educational institution include coordinating activities, promoting creative work, initiating school improvements, solving problems, evaluating the learning process, conducting school research, providing counselling for teachers and students, and serving as a communication centre (Nabilah & El-faradis, 2023). Competent principals can implement appropriate school policies (Tobing & Hasanah, 2021).

Competent school principals, especially at the elementary level, must possess various social, supervision, managerial, and personality competencies. Each school has a different vision and mission, determined based on the principal's goals and supported by environmental factors (Ilham, 2021). In Indonesia, there have been cases of school principals with low competence, which can lead to various problems, including the implementation of ineffective strategies and policies (Kompas, 2021). It has been reported that the management of the principal's competency in managerial aspects needs improvement, as there are unresolved issues related to teacher development, educator welfare, and the quality of human resources (SuaraMuhammadiyah, 2022).

Factors such as competence influence the effectiveness of the principal's policies at the elementary level (Malik et al., 2021). Improving the principal's competence is crucial for creating a positive work environment, effective decision-making, critical thinking, planning, and time management (Malik et al., 2021). This research aims to analyze the principal's

competency policy at the elementary level, focusing on aspects of social competence, supervision, entrepreneurship, managerial skills, and personality (Malik et al., 2021).

In summary, the education system in Indonesia undergoes regular updates to achieve national education goals. The principal plays a vital role in school management, and their policies significantly influence education quality. Competent principals with diverse competencies are essential for effective leadership and successful policy implementation. Improving the principal's competence is crucial for enhancing the school environment and achieving educational objectives.

B. Method

The writing of this article employs qualitative methodology. The data utilized comprises primary and secondary data. This research focuses specifically on qualitative data analysis. However, they will be considered if researchers come across quantitative data studies. The figure below illustrates the flow diagram of this study.

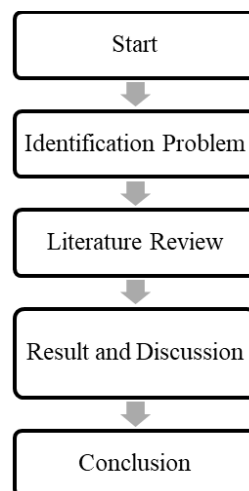


Figure 1. Researcher's Mindset

Source: Rumetna (2018)

The participants of this study were elementary school principals. The research was specifically conducted at the elementary school level. The research approaches employed in this study encompass history, sovereignty, and sociology. In terms of research instrument development, keywords play a vital role. The researchers generated relevant keywords, including observations, literature reviews, and documentation. The data collection phase analyses the principal's competency policy in elementary schools. Subsequently, the articulation phase incorporates various supporting facts from this study. The critical and meticulous data analysis leads to new knowledge being generated. The data analysis stage involves deductive or inductive reasoning to conclude. The data analysis process is illustrated in Figure 2 below.

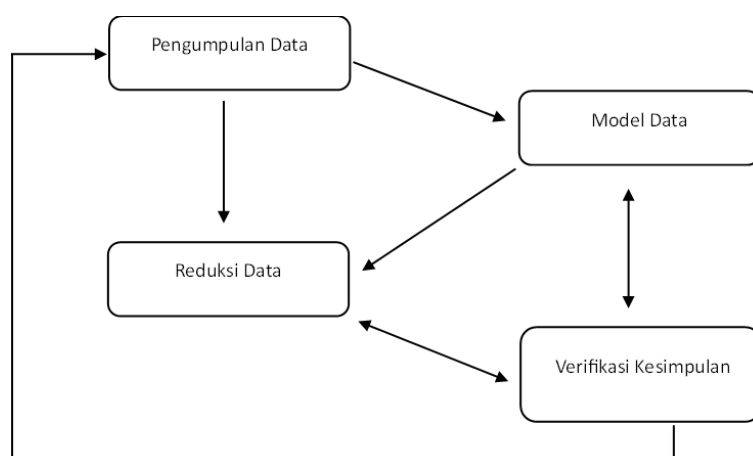


Figure 2. Data Analysis

C. Results and Discussion

Result

1. Data Analysis

Data analysis activities are conducted using a streamlined approach. The data collection involves reviewing relevant journals from Researchgate, Google Scholar, and various websites or official sites indexed by SINTA. The keywords utilized by the author include competency policy, principal competence, and implementation of principal policy competency in elementary schools. The researchers employ the Boolean operator "AND" to combine different concepts and aspects as search keywords, thereby narrowing down the documents to be obtained.

2. Critical Appraisal

Critical appraisal, also known as a critical study, is conducted based on the inclusion criteria using several articles relevant to the research title. In this study, the author reviewed four articles, and the findings of these articles are presented in Table 1.

3. Literature Review Results

The literature review results obtained from the four articles are related to implementing the principal's competency policy. Firstly, one of the findings explains that schools' competence in developing and improving teacher performance is reflected in the principal's various duties. The principal's duties, such as planning, implementation, evaluation, and problem-solving, enhance teacher competence.

Secondly, the second finding reveals that school principals must possess various social, supervisory, managerial, and personality competencies, especially at the elementary level. Each school has its unique vision and mission.

Thirdly, this finding highlights the influence of competence on the principal's policy at the elementary level. Principals with strong competence find fulfilling their

responsibilities and expertise easier than those with lower competence. The policies implemented by competent principals also impact the quality of a school.

Lastly, the fourth finding emphasizes the crucial role of the principal in leadership, which includes activities such as control, resource acquisition, planning, policy-making, innovation, and forecasting in the educational context.

4. Data Analysis Matrix

The research results obtained through a literature review are related to analyzing the principal's competency policy in elementary schools.

Table 1. Article Analysis Matrix at Literature Review

No.	Author, Title, Journal	Method	Result
1.	Tanjung, R., Hanafiah, H., Arifudin, O., & Mulyadi, D. (2021). Kompetensi Manajerial Kepala Sekolah dalam Meningkatkan Kinerja Guru Sekolah Dasar. <i>JlIP-Jurnal Ilmiah Ilmu Pendidikan</i> , 4(4), 291-296.	Descriptive qualitative	The journal's purpose is to describe the improvement of teacher performance through the competence of school principals at the elementary level. One of the school competencies in developing and improving teacher performance is performing various duties as the principal. These duties include planning, implementation, evaluation, and finding solutions to enhance teacher competence. The principal uses the school's vision and mission as guidelines during the planning process. They involve educators in seminars or workshops, develop supervision plans, assess educator/teacher behaviour, establish criteria for Performance Assessment Reports (SKP), create annual school plans, and grant permission for educators to pursue further education. During the implementation stage, these plans can be executed in various ways. For example, providing opportunities for teachers to pursue continuing education, granting permission for teacher certification programs, providing teaching and learning resources or facilities, and allowing participation in scientific discussions such as seminars, workshops, training sessions, and professional development. The evaluation stage involves assessing the development and achievements of students, evaluating teacher performance and attendance, and

No.	Author, Title, Journal	Method	Result
			<p>reviewing class records, including the application of teaching methods and media, lesson plans, educator syllabi, and student test results. In the final stage of implementing school competencies at the elementary level, the involvement of teachers/educators can be achieved through various means. This includes maintaining effective communication with schools, engaging teachers/educators in activities to improve teaching performance, addressing budgetary constraints, and collaborating with educational institutions in the school's vicinity to address the shortage of learning hours.</p>
2.	<p>Ilham, I. (2021). Kebijakan Kepala Sekolah untuk Meningkatkan Mutu Pendidikan Sekolah Dasar. <i>Ainara Journal (Jurnal Penelitian Dan PKM Bidang Ilmu Pendidikan)</i>, 2(3), 154-161.</p>	<p>Descriptive qualitative</p>	<p>The aim is to identify various policies implemented by school principals, particularly at the elementary level. A school principal should first comprehend the objectives based on competency standards. School principals, especially at the elementary level, need to possess several types of competencies, including social, supervisory, managerial, and personality competencies. Each school has its unique vision and mission. The determination of the vision and mission is aligned with the principal's goal to guide the school towards specific areas that are influenced and supported by environmental factors surrounding the school. The school's mission can be accomplished by developing, promoting, communicating, and socializing the school's vision to the local community. This ensures that the school's vision holds significance in the minds of the school and the surrounding community. It is essential to note that the development of the school's vision and mission should be accompanied by the principal's competency standards, encompassing social, supervisory, personality, and managerial competencies.</p>
3.	<p>Malik, J., Trisnamansyah, S., & Mulyanto, A. (2021). Pengaruh</p>	<p>Survey research</p>	<p>The study aims to determine the leadership of elementary school</p>

No.	Author, Title, Journal	Method	Result
	Kompetensi, Motivasi, Sarana Prasarana, dan Iklim Sekolah Terhadap Kepemimpinan Kepala Sekolah di Sekolah Dasar Negeri. Munaddhomah: Jurnal Manajemen Pendidikan Islam, 2(2), 81-94.		principals, which is influenced by climate factors, infrastructure, motivation, and competence. Various factors affect the policy of elementary school principals, including competence. A sufficiently competent principal finds it easier to fulfil their duties and responsibilities than a less competent principal. The quality of a school is also influenced by the policies implemented by a competent principal. The effectiveness of a principal's competence can be observed from several aspects, such as their ability to create a conducive work environment, make informed decisions regarding emerging issues, think critically, set priorities and make plans, and effectively manage their time. Enhancing the competence of principals can begin by engaging in exercises focused on leadership, managerial skills, personality development, attitude, and professionalism. Furthermore, the factors that impact the effectiveness of a principal's policies encompass social, professional, and personal competencies. Therefore, efficiency and effectiveness can be achieved when principals improve their competence, particularly at the elementary level.
4.	Amon, L., & Harliansyah, H. (2022). Analisis Kompetensi Manajerial Kepala Sekolah dalam Perencanaan Peningkatan Mutu Pendidikan Menengah Kejuruan. <i>Jurnal Ilmiah Manajemen Dan Kewirausahaan</i> , 1(1), 147-162.	Descriptive method	This study aims to explore improving education quality by analyzing managerial competence. The findings of this study highlight the importance of managerial competence as one of the essential competencies for principals. Implementing managerial competence involves various stages, such as recruiting new educators, fostering teacher professionalism (providing necessary facilities, facilitating networking platforms, promoting collaboration, encouraging further studies, workshops, seminars, training, and education), and conducting evaluation and monitoring activities. The principal serves as the controller, leader, organizer, planner, and manager of the school they lead. The role of the

No.	Author, Title, Journal	Method	Result
			principal in leadership is crucial, encompassing activities such as monitoring, providing facilities, identifying educational resources, planning, developing policies or strategies, fostering innovation, and making predictions. The principal's managerial competency skills are vital in ensuring the effective and purposeful execution of managerial tasks.

Discussion

The principal, as a central figure in the field of education, holds responsibilities and duties that include coordinating activities, fostering creativity, initiating school improvement, resolving issues within the school environment, evaluating learning outcomes, conducting and disseminating school research, providing counselling services for teachers and students, and serving as a communication centre for the school. Based on these responsibilities, principals serve the learning process as supervisors, administrators, and managers (Nabilah & El-faradis, 2023). Principals can establish and implement appropriate school policies by carrying out their duties (Sholeh, 2017). These policies can be formulated through meetings or discussions with teachers/educators (Anwar, 2020) while considering input and opinions shared during the discussions (Hasibuan & Sidabutar, 2020). Principals who effectively implement various policies are recognized as competent principals (Tobing & Hasanah, 2021).

One of the school's competencies in developing and enhancing teacher performance involves the principal undertaking various duties. These duties, aimed at improving teacher competence, include planning, implementation, evaluation, and problem-solving. During the planning process, principals utilize the school's vision and mission as guidelines, involve educators in seminars or workshops, create supervision plans, assess teacher behaviour, establish performance criteria, devise annual school plans, and grant permission for educators to pursue further education. Implementation can take various forms, such as providing opportunities for teachers to pursue continuing education, granting permission for teacher certification programs, offering resources or facilities for the teaching and learning process, and allowing participation in scholarly discussions like seminars, workshops, training, and upgrading. Evaluation encompasses diverse methods, including monitoring students' development and achievements, assessing teacher performance and attendance, and examining class records that consist of learning methods and media applications, lesson plans, educator syllabi, and student test results. In the final stage of implementing school competencies at the elementary level, principals can adopt several approaches with teachers/educators. These approaches involve effective communication with schools, engaging teachers/educators in various activities to enhance teacher performance, addressing funding constraints, and collaborating with educational

institutions neighbouring the school if there is a shortage of instructional hours (Tanjung et al., 2022).

To enhance the principal's competence in improving educational quality, various models of approach can be applied, including:

1. Model Optimal

The merging of two or more methods based on decision-making. Combining several methods produces a good policy that teachers or educators can accept.

2. Satisfactory Model

The results obtained in this model are the most satisfactory for alternative policies.

3. Experimental Model

The approach used in this experimental model is to change little and continuously based on policy making.

4. Economic Model

Economic factors are taken into consideration in the development of this economic model policy.

5. Rational Model

Policy development carried out by the principal is carried out rationally.

The principal should thoroughly understand the objectives based on competency standards. School principals must possess various social, supervisory, managerial, and personality competencies, especially at the elementary level. Each school has its distinct vision and mission. The determination of vision and mission aligns with the principal's goal of directing the school towards areas encouraged and supported by the surrounding environmental factors. Achieving the school's mission involves developing, promoting, communicating, and socializing the school's vision to the community, thus establishing a meaningful connection between the school's vision and the minds of the school and community members. Developing the school's vision and mission alongside the principal's competency standards is crucial, encompassing social, supervisory, personality, and managerial competencies integrated into a cohesive unit (Ilham, 2021).

Several factors influence the principal's policies at the elementary level, with competence being one of them. With the competence possessed by the principal, it becomes easier for them to perform their expertise and fulfil their responsibilities than less competent principals. The quality of a school is also influenced by the policies implemented by a competent principal. The effectiveness of the principal's competence can be observed from various aspects, including the ability to create a conducive work environment, make sound decisions in various problem situations, think critically, establish priorities, plan effectively, and manage time efficiently. Improving the principal's competence can be initiated by developing good leadership, managerial skills, personality training, cultivating the right attitude, and professional growth. Additionally, social, professional, and personal competencies are factors that impact the effectiveness of the principal's policies. Thus, enhancing competence as a principal, particularly at the elementary school level, contributes to efficiency and effectiveness in the role (Malik et al., 2021).

According to Permendikbud Number 13 of 2007, the competencies that school principals must possess include the following:

1. Social competence can be implemented in several ways, including:
 - a. The principal shares social sensitivity.
 - b. Participation in social activities.
 - c. Cooperation with related parties for the benefit of the school.
2. Supervision competence can be implemented through:
 - a. Improving teacher professionalism can be followed up based on the results of academic supervision.
 - b. Academic supervision is carried out with the use of appropriate techniques and approaches.
 - c. Supervision program planning.
3. Entrepreneurial competence can be implemented in several ways, including:
 - a. There is an entrepreneurial instinct in managing school service/production activities.
 - b. If there are obstacles, the principal must be able to face them and provide the best solution.
 - c. There is a high motivational attitude when carrying out the tupoksi as a leader.
 - d. Have a hard-working attitude to achieve school success.
 - e. Through school development, useful innovation can be created.
4. Managerial competence can be implemented in several ways, including:
 - a. An innovative and conducive environment supports student learning through the school climate and culture.
 - b. Development of effective learning organizations and managing such change.
 - c. Lead the school optimally.
 - d. Development of school organization and preparation of early planning.
5. Personality competencies can be implemented in several ways, including:
 - a. Self-control when facing problems.
 - b. Have an open attitude when running Tupoksi.
 - c. A strong desire to develop oneself.
 - d. Leadership integrity is possessed.
 - e. Be an example to the school.
 - f. Development of traditions and cultures with noble morals.

The research conducted by [Amon & Harliansyah \(2022\)](#) explains that managerial competence is one of the essential competencies for school principals. Implementing managerial competence involves several stages, such as recruiting new prospective educators, developing teacher professionalism (providing necessary facilities, establishing collaboration platforms, promoting discussions, supporting further studies, organizing workshops, seminars, training, and educational programs), and conducting evaluation and monitoring activities. The principal serves as the school's controller, leader, organizer, planner, and manager. The principal's role in leadership is highly significant, encompassing

responsibilities such as control, provision of facilities, identification of educational resources, planning, formulation of policies and strategies, innovation, and forecasting. The principal's proficiency in managerial competencies ensures the effective and directed execution of managerial tasks.

D. Conclusion

The research concludes that the principal's competency policy encompasses social competence, supervision, entrepreneurship, management, and personality. A school principal must possess and demonstrate expertise in competency policies at the elementary school level. Understanding the objectives based on competency standards is a fundamental requirement for principals. Each school has its unique vision and mission, which should align with the principal's goals in directing the school towards areas that are encouraged and supported by environmental factors.

The implications of this research are significant, as it can serve as a primary reference for understanding competency policies implemented by elementary school principals. Moreover, the research findings can provide valuable insights for future researchers exploring related topics.

To further enhance the research in this field, it is suggested that future researchers extend the study to cover middle schools (SMP/MTs) and high schools (SMA/SMK/MA), allowing for a comparison of results across different educational levels. While this research specifically focuses on elementary school principals, it is recommended that principals in all schools implement competency policies effectively to achieve the school's goals, vision, and mission. Prospective principals must thoroughly comprehend the principal's competency policies, including social competence, supervision, entrepreneurship, managerial, and personality competencies, and adhere to established guidelines.

Furthermore, it is recommended for the community explore the knowledge related to the principal's competency policy as a whole, covering social competence, supervision, entrepreneurship, managerial, and personality competencies.

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