



Study Regarding the Policy of Non-Educating School Principals

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Article Info	Abstract
Article History Received: 2023-11-05 Revised: 2023-12-22 Published: 2024-01-01	This research aims to find out the reasons for the emergence of the non-educating school principal policy and find solutions for the appointment of non-educating school principals, as well as finding out the results of the non-educating school principal policy. This research is qualitative research, data collection uses interviews and documentation. The results of this research show that the policies of non-educating school principals have been regulated in legislation, one of which is Permendikbud No. 40 of 2021. Then the solution for non-educating school principals is a Letter from the Director General of Teachers and Education Personnel Number 8963/B.B1.1/PR/2019 Regarding the PPG Program for School Principals Who Do Not Have an Educator Certificate. This policy can provide opportunities for non-educating school principals to obtain an educator certificate.
Keywords: <i>Principal;</i> <i>Policy;</i> <i>Non-Educator.</i>	
Artikel Info	Abstrak
Sejarah Artikel Diterima: 2023-11-05 Direvisi: 2023-12-22 Dipublikasi: 2024-01-01	Penelitian ini bertujuan untuk mengetahui sebab munculnya kebijakan kepala sekolah non pendidik dan menemukan solusi dari pengangkatan kepala sekolah non pendidik, serta mengetahui hasil dari kebijakan kepala sekolah non pendidik. Penelitian ini merupakan penelitian kualitatif, pengumpulan data menggunakan wawancara dan dokumentasi. Hasil penelitian ini diperoleh bahwa kebijakan kepala sekolah non pendidik telah diatur dalam perundang-undangan salah satunya dalam permendikbud no 40 tahun 2021. Kemudian solusi dari kepala sekolah non pendidikan yakni adanya Surat Direktur Jenderal Guru Dan Tenaga Kependidikan Nomor 8963/B.B1.1/PR/2019 Perihal Program PPG Bagi Kepala Sekolah Yang Belum Memiliki Sertifikat Pendidik. Dengan adanya kebijakan tersebut dapat memberi peluang bagi kepala sekolah yang non pendidik untuk mendapatkan sertifikat pendidik.
Kata kunci: <i>Kepala Sekolah;</i> <i>Kebijakan;</i> <i>Non Pendidik.</i>	

I. INTRODUCTION

Schools are formal educational institutions which consist of students and students. Teaching staff are educational staff who participate in providing education with special duties as professional educators. Educators are also known as teaching staff. An institution certainly cannot be separated from a leader, likewise in schools there is a principal (Satrio et al., 2021). The principal is a functional force who is given the task of leading a school which is a place where teaching and learning activities take place. To become a school principal, of course you have to fulfill certain requirements, because becoming a school principal is not an easy thing due to the many tasks and many responsibilities (Sarifudin, 2019).

According to Minister of Education and Culture and Research and Technology Regulation No. 40 of 2021, a school principal is a teacher who is given the task of leading learning and managing educational units which include kindergartens, special kindergartens, elementary

schools, special elementary schools, junior high schools, high schools. extraordinary first, high school, vocational high school, special high school, or Indonesian School Abroad. The role of the school principal is not only a position that sits in the office and monitors the surroundings, but the school principal plays a much bigger role than just a position (Jelantik, 2015). As stated in Law No. 4 of 1950 concerning the Basics of Education and Teaching in Schools for All of Indonesia, the aim of teaching and education is to form competent, decent human beings and citizens who are democratic and responsible for the welfare of society and the homeland.

A school principal usually comes from a teacher who has an educational certificate. However, many schools, especially private schools, are led by principals who do not have an educational certificate. In the sense that someone who becomes a school principal does not have a bachelor's degree in education. This is of course a problem in itself. Because a school principal must of course be competent and professional. The

professionalism of a school principal can be seen from its alignment with its educational background. So they are able to develop strategies to solve problems in their school environment and are able to improve the quality of the school they lead and improve the quality of their teachers. The aim of this research is to find out the causes of the emergence of the non-educating school policy, find out the solution for non-educating school principals, and find out the results of the non-educating school principal's policy.

II. METHOD

This research uses descriptive qualitative research. Where researchers attempt to explore, study, assemble and analyze thoughts, theories and events regarding the policies of non-educating school principals. The collection methods in this research are interviews and documentation. Thus, it is hoped that through the study in this article ideas and ideas can be contributed regarding the paradigms of non-educating school principals.

III. RESULT AND DISCUSSION

Principal consists of the words head and school. The word head can be interpreted as the chairman or leader in an institutional organization. Meanwhile, a school is an institution where it is a place to receive and give lessons. A school principal can be defined as a functional teacher or leader of a school where the teaching and learning profession is held (Ariyani, 2017). The success of an educational institution depends greatly on the leadership of the school principal. The school principal must be responsible for the smoothness and success of all matters governing and managing the school formally to his superiors or informally to the community who have entrusted their students (Siahaan et al., 2023). The principal as a policy maker in the school must also function his role to the maximum and be able to lead the school wisely and directedly and towards achieving maximum goals by improving the quality and quality of education in his school which of course has an impact on the quality of the students who graduate so they can be proud and prepare for the future. bright future.

Therefore, school principals must have insight, managerial skills, leadership charisma and extensive knowledge about the duties and roles of a school principal. With such abilities, the principal will of course be able to deliver and guide all components in his school well and effectively towards the school's ideals (Warisno

& Hidayah, 2021). According to the Minister of National Education Regulation No. 13 of 2007 concerning School/Madrasah Principal Standards, it contains five main competencies for school principals, namely personality competence, managerial competence, entrepreneurial competence, supervisory competence, and social competence (Minister of National Education Regulation No. 13 of 2007).

The principal is responsible for the success of the learning process at school. The main duties of the school principal according to Permendikbud No. 6 of 2018 chapter VI article 15 are as follows: (1) the full workload of the school principal to carry out the main managerial tasks, entrepreneurship development, and supervision of teachers and education staff; (2) the school principal's workload as referred to in paragraph (1) aims to develop and improve the quality of schools based on 8 national education standards; (3) in this case there is a shortage of teachers in the educational unit, the principal can carry out learning or mentoring duties so that guidance continues in the educational unit concerned; (4) school principals who carry out learning or mentoring tasks as intended in paragraph (3), the learning or guidance tasks are additional tasks outside their main tasks; (5) workload on school principals at SILN, apart from carrying out the workload as intended in paragraph (1) and paragraph (3), they also carry out promotion of Indonesian culture.

The appointment of a person to become a school principal is regulated in the Regulation of the Minister of Education and Culture of the Republic of Indonesia No. 6 of 2018. Article 2 states that the requirements for a school principal are: (1) have a minimum academic qualification of a bachelor's degree (S-1) or a fourth diploma (D-IV). from tertiary institutions and study programs accredited as low as B, (2) have an educator certificate, (3) for Civil Servant Teachers have the lowest rank of Administrator, class III/c (4) teaching experience of at least 6 (six) years according to the type and level of each school, except for TK/TKLB, they have a minimum of 3 (three) years of teaching experience in TK/TKLB, etc.

Then the above regulations were updated with the Regulation of the Minister of Education, Culture, Research and Technology of the Republic of Indonesia No. 40 of 2021 concerning the Assignment of Teachers as School Principals in CHAPTER II article 2 paragraph (1) which states that teachers assigned as school principals

must fulfill the following requirements: (a) have academic qualifications of at least a bachelor's degree (S-1) or a fourth diploma (D-IV) from an accredited tertiary institution and study program; (b) have an educator certificate; (c) have a Driving Teacher Certificate; (d) have the lowest rank of junior administrator level I, class III/b for teachers with civil servant status; (e) has the lowest position level as first expert teacher for government employee teachers with a work agreement; (f) have Teacher performance assessment results with a minimum rating of Good for the last 2 (two) years for each assessment element; (g) have a minimum of 2 (two) years of managerial experience in an educational unit, educational organization, and/or educational community; (h) healthy physically, mentally, and free from narcotics, psychotropics, free from addictive substances and other things based on a certificate from a government hospital; (i) have never been subject to moderate and/or severe disciplinary punishment in accordance with statutory provisions; (j) is not currently a suspect, defendant, or has never been convicted; and (k) be a maximum of 56 (fifty six) years of age when assigned as Principal (Regulation of the Minister of Education, Culture, Research and Technology of the Republic of Indonesia No. 40 of the Year).

Paragraph (2) states that the requirements as intended in paragraph (1) letters b, c, d and e are excluded for teachers who are assigned as school principals in educational units run by the community. The appointment of principals in private schools falls under the authority of the leadership that oversees the establishment of the school, namely the foundation. In selecting a school principal, of course the foundation has considered who is worthy and suitable to lead the school. All policies in selecting school principals have been regulated in a government policy. So that anyone who will become a school principal has met these qualifications.

Even though the person appointed as a school principal is a non-educator, of course this person has experience teaching in formal and informal education environments and is of course able to carry out the duties of a school principal as explained above. Apart from being a leader, the principal also has other roles and duties. The school principal has the following roles and duties: educator, administrator, innovator, motivator, supervisor and leader. Meanwhile, in the Decree of the Minister of National Education of the Republic of Indonesia No. 162/U/2003

concerning Guidelines for the Assignment of Teachers as School Principals, it is explained that there are seven roles of school principals, namely; (1) the school principal as leader; (2) the principal as manager; (3) the school principal as an educator; (4) principal as administrator; (5) school principals as entrepreneurs; (6) the principal as the creator of the work climate; and (7) (Decree of the Minister of National Education of the Republic of Indonesia No. 162/U/2003), in detail it will be explained so that there is no overlap between one task and another as follows:

1. The school principal as an educator (educator)

In his role as an educator, the school principal must have the right strategy to increase the professionalism of the educational staff in his school. Apart from that, the principal must also be able to create a conducive climate in his school, give advice to the school community, provide encouragement to all educational staff, as well as implement an attractive learning model, and hold an acceleration program for students who are intelligent above normal.

There are four things that a school principal needs to instill in his function as an educator, namely:

- a) Mental, namely things related to inner attitudes and human character;
- b) Morals, namely matters relating to good and bad teachings, regarding attitudes, actions and obligations. Also morals are defined as morals, manners and decency;
- c) Physical, namely matters related to the physical condition, health and external appearance of humans;
- d) Artistic, namely matters related to human sensitivity to art and beauty. (Muspawi, 2020).

Teaching and learning activities are the core of the educational process and teachers are the main implementers and developers of the curriculum in schools. School principals who show high commitment and focus on curriculum development and teaching and learning activities in their schools will of course pay close attention to the level of competence possessed by their teachers, as well as facilitate and encourage teachers to always encourage teachers to improve their competence.

Decree of the Minister of Education and Culture of the Republic of Indonesia number 0296/U/1996, is the basis for assessing the

performance of school principals. The school principal as an educator must have the ability to guide teachers and non-teaching educational staff. Guiding students, developing educational staff, following developments in science and technology and providing teaching examples. Ability to guide students, especially related to extracurricular activities, participation in various art, sports and art competitions. This ability to guide students becomes very important when it is related to school-based quality improvement management (MPMBS).

The role of the school principal as an educator includes:

Achievement as a subject teacher. Can create protas, processes, question grids, question analysis, and other learning programs.

- a) The ability to guide teachers in enriching assignments.
- b) Able to provide effective learning alternatives.
- c) Ability to guide employees in carrying out their duties as administrators, librarians, laboratories and treasurers.
- d) The ability to guide staff to further develop personally and professionally.
- e) Ability to guide various student activities.
- f) The ability to learn to follow developments in science and technology in discussion forums, reference materials and follow developments in science through electronic media.

Thus, the role of the school principal as an educator is to guide all components in the school, including teachers, employees and students so that they can work together in carrying out each task given to the person concerned in accordance with their professionalism and capacity.

2. The school principal as manager or manager

The manager's task is to plan, organize, organize, coordinate and control in order to achieve the goals that have been set. Managers are people who do things right (people who do things right) (Vincent Gaspersz, 2003). Thus, the school principal must be able to plan, organize and control all programs that have been mutually agreed upon. In order to carry out their role and function as a manager, the school principal must have the right strategy to empower educational staff through cooperation or cooperation, provide opportunities for teaching staff to improve their

profession, and encourage all educational staff in various activities that support school programs (Ulbert Silalahi, 2002). The principal as a manager must be able to carry out management functions. There are at least three tasks that a school principal must carry out as a manager, namely: the ability to carry out planning, organizing, controlling.

3. The school principal as administrator

The school principal as an administrator has a very close relationship with various administrative management activities in the form of recording, compiling and documenting all school programs. Specifically, school principals must have the ability to manage the curriculum, manage student administration, manage personnel administration, manage facilities and infrastructure administration, manage archives, and financial administration. These activities must be efficient and effective in order to support school productivity. For this reason, the school principal must be able to describe the above abilities in operational tasks.

The principal as an administrator plays a role in managing the administration system in the school so that it is effective and efficient. The role of the principal as an administrator is expressed by Marno as follows:

- a) Ability to manage all KMB devices perfectly with proof of accurate administrative data.
- b) Ability to manage student administration, peace, finances, facilities and infrastructure, and correspondence administration well in accordance with applicable regulations.

The principal as an administrator is very necessary because school activities cannot be separated from administrative management which involves recording and documenting all school programs. The principal as an administrator is very necessary because school activities cannot be separated from administrative management which involves recording and documenting all school programs. School principals are required to understand and manage the curriculum. The ability of the school principal as an administrator must be realized in the preparation of complete administrative data on students, TU employees, school guards, technicians and librarians, extracurricular activities, administrative data on the school's

relationship with parents, building and room administration data and correspondence.

The principal as an administrator in this case also concerns finances. To achieve an increase in teacher competency cannot be separated from the cost factor. How much a school can allocate a budget to increase teacher competency will of course influence the level of competency of its teachers. In this case, the school principal must have high creative power to raise funds from various sources, including the government, foundations and other donors.

4. The principal as an innovator

As an innovator, the school principal must have the right strategy to establish a harmonious relationship with the environment, look for new ideas, integrate every activity, set an example for all educational staff in the school, and develop innovative learning models. A school principal as an innovator means having the ability to search for or discover new ideas or adopt new ideas from other parties, having the ability to carry out reforms in the school in the fields of teaching and learning, guidance and counseling, providing teachers or employees, extracurricular activities or exploring resources at BP3 and from the community.

5. The school principal as supervisor

The role of the school principal as a supervisor is to provide professional assistance services to teachers in improving their ability to carry out education and learning effectively and efficiently. The principal's activities as a supervisor include observing and assessing teacher performance in managing learning. In addition, school principals create a work climate that is conducive to increasing teacher work. School principals need to encourage teachers to work under a healthy work atmosphere. Apart from that, the main duties and functions (tupoksi) of school principals must also refer to Permendiknas No. 19 of 2007 concerning School Management Standards, including: 1) program planning, 2) implementation of work plans, 3) supervision and evaluation, 4) school leadership, 5) school information system (Permendiknas No. 19 of 2007).

National education standards have been stipulated in Republic of Indonesia government regulation no. 19 of 2005, namely: 1. Content standards, 2. Process standards, 3.

Graduate competency standards, 4. Educator and education staff standards, 5. Facilities and infrastructure standards, 6. Management standards, 7. Financing standards, 8. Educational assessment standards. The implementation of the 8 national standards requires school principals to work professionally so that they have an impact on improving the quality of education itself (National education standards have been stipulated in Republic of Indonesia government regulation no. 19 of 2005).

The role and duties of the school principal must really be implemented, not just rules, because the school principal is obliged to take part in the assessment carried out by the regional supervisor. As stated in the policy in Minister of Education and Culture and Research and Technology Regulation No. 40 of 2021 in CHAPTER V, it contains the assessment of the performance of school principals in article 11 paragraph (1) which reads: The performance assessment of principals in educational units organized by the community is carried out every year with the lowest assessment results being: Good designation for each assessment element.

According to Minister of National Education Regulation No. 28 of 2010 article 12 paragraph 4, it is stated that the performance assessment of school principals includes 3 aspects: 1) efforts to develop schools/madrasas carried out while serving as principals of schools or madrasas, 2) improving the quality of schools or madrasas based on 8 national education standards under the leadership of the principal. the school concerned, 3) efforts to develop professionalism as a school/madrasah principal (Permendiknas No. 28 of 2010). The principal's performance assessment carried out by the school supervisor aims to:

- a) Obtain data regarding the implementation of the principal's main duties, functions and responsibilities in carrying out managerial and supervisory functions at the school he leads.
- b) Obtain data on the results of carrying out their duties and responsibilities as school leaders.
- c) Determine the quality of the school principal's work as a basis for promotions and awards given to him.
- d) Determine a program to increase the professional skills of the school principal in

the context of improving the quality of education in the school he leads.

- e) Determine a feedback program for improving and developing oneself and one's work in the context of career and professional development.

It can be concluded that non-educating school principals cannot serve in schools under the education service or the Ministry of Religion because they do not have an educational certificate. So non-educating school principals can only work in private schools.

Solutions from Non-Educating School Principals. Educator certificates are important for teaching staff in schools, especially for school principals. For school principals, an educator certificate is a plus point to add professionalism to improve the career of the position they hold. However, now many principals in private schools do not yet have teaching certificates even though they have extraordinary abilities in leading schools. In response to this, the Letter of the Director General of Teachers and Education Personnel Number 8963/B.B1.1/PR/2019 regarding the PPG Program for School Principals Who Do Not Have an Educator Certificate emerged. This policy can provide opportunities for non-educating school principals to obtain an educator certificate (Letter from the Director General of Teachers and Education Personnel).

PPG activities for school principals certainly provide many benefits apart from getting an educator certificate, those who take part in this program also improve teacher professionalism and have the ability to carry out innovative and fun learning by integrating critical thinking and problem solving, communication and collaborative skills, creativity and innovative skills, information and communication technology literacy, contextual learning skills and information and media literacy. Apart from that, In-Service PPG is also designed to be able to equip prospective professional teachers with problem solving, critical and creative skills, through the implementation of problem-based learning and project-based learning models and activities.

Apart from having an educator certificate in order to fulfill the requirements to become a school principal in the regulation of the Minister of Education, Culture, Research and Technology of the Republic of Indonesia No. 40 of 2021 concerning the assignment of teachers as school

principals in CHAPTER II article 2 paragraph (1) point c, you must also have a driving teacher certificate.

Mobilizing Teachers are learning leaders who implement independent learning and mobilize the entire educational ecosystem to realize student-centered education. Mobilizing Teachers mobilize learning organizations for teachers in schools and in their regions and develop student leadership programs to realize the Pancasila Student Profile. To become a Driving Teacher, the teacher must take part in the selection and education process for Driving Teachers for 9 months. During the education process, prospective Mover Teachers will be supported by professional Instructors, Facilitators and Mentors (school.pengbangun.kemdikbud).

Regarding the driving teacher certificate as one of the requirements to become a school principal, there is a solution in the regulation of the Minister of Education, Culture, Research and Technology of the Republic of Indonesia No. 40 of 2021 concerning the assignment of teachers as school principals in CHAPTER II article 4, namely that the mandatory requirement to have an educator certificate is excluded for assignments. teachers as school principals because the driving teacher program is a new government program so only a few teachers have a driving teacher certificate.

IV. CONCLUSION AND SUGGESTION

A. Conclusion

The principal is a functional position led by someone to carry out their duties in leading a school. The legislation regulates the procedures for appointing school principals. In the regulation of the Minister of Education, Culture, Research and Technology of the Republic of Indonesia No. 40 of 2021 concerning the assignment of teachers as school principals in CHAPTER II article 2 paragraph 2, this is excluded for schools built by the community or commonly known as private schools. The existence of these regulations means that the leadership of non-educating school principals is not a negative thing. As long as the non-educating school principal is able to carry out his rights and obligations as well as his duties as a school principal. Because, every school principal in charge carries out a performance assessment carried out by the local education office, so that from the results of this assessment the competence of the school principal can be

assessed. An educator certificate is a support for school principals, in the sense that an educator certificate is an additional value if a school principal wants to apply for a promotion or something similar. To obtain an educator certificate, the government has created a PPG program for school principals who have not yet received an educator certificate. Finally, what is discussed in this research is the results of the policies of non-educating school principals. From the results obtained, the policies of non-educating school principals are no less than schools led by educational principals. Many breakthroughs and innovations have been made to improve the quality and image of the school he leads.

B. Suggestion

The discussion regarding this research is still very limited and requires a lot of input. The suggestion for future authors is to study it more deeply and comprehensively about Study Regarding the Policy of Non-Educating School Principals.

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