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Research Article

THE NEW CHALLENGES OF IMPLEMENTATION OF SCHOOL PRINCIPALS STANDARDS IN THE ERA OF ASEAN ECONOMIC COMMUNITIES (AEC)

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ABSTRACT

Principals in Indonesia have their standards and rules. Even though it has been going on for more than ten years, the standards and regulations are considered not effective yet. Many new problems must be faced in the implementation. This study aims to describe new challenges in the implementation of the principal standard in the AEC era. The study used a qualitative descriptive method. The subject of the study consisted of principals at various school levels in the province of Bengkulu, Indonesia. Data collection techniques through interviews, observation, documentation studies, and focus group discussions. Data is analyzed inductively. The results show that there are a number of new challenges in the implementation of the principal standards in the AEC era. The new challenges include the addition of special qualifications for principals to have a minimum TOEFL certificate with a score of 500 or equivalent. In social competence, it is necessary to add to managing foreign cooperation for the sake of school. The other new challenges are being able to create a curriculum that is ASEAN standard, ASEAN standard school accreditation, able to create schools as a vehicle for study for the ASEAN community, have adaptive skills and create a harmonious educational community in the ASEAN region.

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INTRODUCTION

The principal is the number one person in school. The principal is a strategic position. This is because the principal has roles and tasks that determine the quality of the school. Whether or not school implementation is very dependent on the qualifications and competencies of the principal. A school principal who lacks educational qualifications that are not in accordance with the requirements, will cause the school to be of poor quality. Likewise with the competence of the principal. School principals who lack adequate competence will cause poor quality of school.

The Indonesian Government has a concern to ensure that principals meet the required qualifications and competencies. One of them is the issuance of Minister of National Education Regulation No. 13 of 2007 dated April 17, 2007 concerning School Principal / Madrasah Standards. The regulation is the operationalization of Government Regulation Number 19 of 2005 concerning National Education Standards. Minister of Education Regulation No. 13 of 2007 contains the minimum requirements or minimum standards that must be met to

become a school principal. The principal standard consists of qualification standards and competency standards.

The standard qualifications for school principals consist of a minimum of S1 (undergraduate) graduates, age not more than 56 years old, having experience as a teacher of at least 5 years, having a minimum rank of IIIc or equivalent, having an educator certificate, and having a graduation certificate as a prospective principal. The competency standard consists of personality, managerial, entrepreneurial, supervision and social competencies (Minister of National Education Regulation No. 13/2007). The principal standard has now been running for 10 years. However, until now it has not run in accordance with these standards (Sasongko, 2011). There are still a number of school principals who do not have graduated certificates as prospective principals, become principals who are not experienced as teachers at the school level, and implement competencies that are considered less capable (Bandur, 2009; Sasongko, 2011, Sasongko, 2015). This condition indicates that the implementation of the principal standard has not been effective.

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The implementation of the principals' standards that have not been effective, is very concerning when facing the era of the ASEAN economic community (AEC). This era has been implemented since the beginning of January 2015. In this era, various businesses between ASEAN countries were not restricted. This condition demands superior quality of human resources and is able to compete with other countries. When human resources lack good quality, they will be left behind from other countries. According to Burton (2009) and David, Nguyen, Wong, and Choy (2016) a country is able to compete with other countries, if the standards are the same. Thus, the same standard is a requirement for a country to compete in the AEC era (Wang, Gurr, and Drysdale, 2016).

The condition of principals' standards that have not been effectively applied in Indonesia will have a negative impact on the quality of the nation and the State. The consequence in the education system in the AEC era is the need to improve the implementation of the principal's standards (Militello, Fusarelli, Alsbury, and Warren (2013). The application of this standard is expected to experience a number of new challenges. This new challenge needs to be studied and examined in greater depth, so it can be used as a basis for improvement and improvement of the implementation of the principal's standards and the performance of the principal himself.

The problem of this research is: "What are the new challenges in implementing the principal standard in the AEC era?" These problems are elaborated into the research focus, namely: (1) Are the principal standards effectively applied in the context of facing the AEC era ?; (2) What kind of new challenges are faced in implementing the principal's standards in the MEA era ?; and (3) How is the solution so that the new challenges can be effectively addressed?

The purpose of this study was to describe the new challenges in applying the principal standard in the AEC era. The benefits of this study are as a practical material for the improvement and improvement of school principals' standards in the AEC era, as a basis for fostering the performance of school principals to take part in the ASEAN region, and as a theoretical study material for further scientific research and studies

RESEARCH METHODOLOGY

This study used descriptive qualitative method. With this method can describe the new challenges of the implementation of the principal standard in dealing with the AEC era in detail, natural, contextual, and presented narratively (Burn, 2009 and Miles and Huberman, 2007). And indeed that is the purpose of his research. A qualitative descriptive approach is used to describe the new challenges of the principal in dealing with problems facing the AEC era.

The research subjects consisted of elementary school principals, junior high schools, senior high schools, and vocational high schools with state status in several regions of the province of Bengkulu, Indonesia. Research subjects and respondents were selected purposively (purposive and snow ball sampling). The selection takes into account institutional representation and the type of data collected (Burn, 1995).

Data collection techniques are carried out by in-depth interviews, observation, documentation studies, and focus

group discussions. In-depth interviews are used to learn about new challenges for principals. Observation and documentation studies are used to see evidence at school. Focus group discussions are carried out to obtain in-depth information from the group about agreeing whether or not the new principal challenges.

Data analysis is done by inductive, circular, continuous techniques, from beginning to end (Burn, 1995 and Miles and Huberman, 2007). Data analysis steps are as follows: (1) in-depth data and information collection, (2) data and information reduction, (3) data and information exposure, (4) information adequacy analysis in answering problems / phenomena, and (5) conclusions that form a meaningful pattern. These steps are carried out continuously so that one meaningful pattern is integrated. This pattern may be a new phenomenon, a new phenomenon, a new field theory (grounded theory), or a truly original thesis (Miles and Huberman, 2007).

Techniques to improve data validity are done through check-ups (checking back to the respondent many times), triangulation (asking from various sources at least three sources), peer debriefing (reviewing data and information from peer respondents), negative case analysis (checking why obtained odd data), and audit trail (checking field records) (Miles and Huberman, 2007). Likewise, techniques are used to improve the credibility of research through objectivity tests (honesty of data and information collection), transferability (suitability and suitability of research results), dependability (impartiality of researchers), and auditability (return checking) (Miles and Huberman, 2007).

RESULTS AND DISCUSSION

The results of research at various levels of schools in the province of Bengkulu indicate there are a number of new challenges in implementing the principal's standards in the AEC era. According to the headmaster and supervisor, the challenge is the impact of implementing AEC regional policies. They are generally not too concerned about the regional policy. They are more obedient to the orders of superiors, rather than facing global challenges. Even so, they are ready to accept any consequences when the government issues policies must compete with neighboring countries.

In the AEC era the conditions for applying the principal's standards have not been implemented effectively. Even though the principal is from a school that has an A (superior) accreditation. This can be seen from the standard points of the principal which have not been fully fulfilled as the Minister of National Education Regulation No. 13/2007. Judging from the qualification standards there are still a number of school principals who are appointed as school principals who do not have a school principal certificate. Likewise their appointments are not linear according to the level of school in which they are assigned. Like teachers in high school, assigned to become junior high school principals. Likewise others. This condition is contrary to ministerial regulation number 28/2010 concerning the assignment of teachers as principals. There are even school principals assigned across school levels. Like there is a high school principal being the first principal. Likewise the opposite. This condition is the result of a chaotic regional autonomy policy.

In the competency standard, not all competency points can be met by the principal. Almost all principals have not been able to fulfill the items of personality, managerial, entrepreneurship, supervision and social competence. As for personality competencies with noble character and integrity, there are a number of principals who go to jail for committing acts of corruption. In managerial competence, there are a number of school principals who are less able to manage the school properly, because they are not experienced and do not have the will to learn. In entrepreneurial competencies, there are a number of principals who only carry out routines without innovation and effort. In supervision competence, there are a number of school principals who do not understand academic supervision of teachers. Likewise with social competence, principals are less able to collaborate with other parties for the sake of school. The main contributing factors they have not been able to meet the standards of the principal are due to the appointment of those who do not meet the standard operating procedures in accordance with regulations set by the government, regional autonomy policies that tend to corruption, collusion and nepotism, and transactional politics.

The condition of the principal's standards that have not been effectively implemented, shows that the ability of the principal is not yet of a national standard. This means that in the face of the AEC era, its performance must still be fostered. As stated by Militello, Fusarelli, Alsbury, and Warren (2013) that the ability of principals is less standard, it is necessary to continue professional development. The development of the principal's performance is something that cannot be separated from the recruitment process (Burton, 2009; Sasongko and Sahono, 2016). The point is that the assignment of school principals should meet the qualification and competency standards as the Minister of National Education Regulation No. 13/2007 and No. 28/2010.

The results of subsequent research, namely the principal has the view that the presence of AEC is a necessity. Therefore it must be faced as is. That is because it needs to be adjusted to the policy and support the availability of funds from the government. The adoption of the principal standard in the AEC era must face a number of new challenges. The new challenges include the need for additional special qualifications for principals to have a minimum TOEFL certificate with a score of 500 or equivalent. This is because as a condition of being able to communicate with foreigners. In social competence, it is necessary to add to managing foreign cooperation for the sake of school. A number of other new challenges are being able to develop curricula that are ASEAN standards, ASEAN standard school accreditation, able to create schools as a vehicle for study for the ASEAN community, have adaptive skills and create harmonious educative communities in the ASEAN region. The new challenge is essentially able to create this educational institution as a place for a harmonious ASEAN family. They hope that when they become an ASEAN family, there is no need to compete, compete, and cause less harmonious turmoil.

New challenges in applying national standards about the principal need to be improved. This is so that the qualifications are the same as other countries. When the standards are the same, they will be able to compete well (Wang, Gurr, Drysdale,

2016). Sinkler and Toft (2000) suggest that school standards are truly healthy, through the guidance of school principals. New challenges in the form of the ability to communicate with other nations are the main requirements for establishing cooperation (Wang, Gurr, Drysdale, 2016; Militello, Fusarelli, Alsbury, and Warren, 2013). If the principal does not possess this ability, it will have an adverse impact on school performance and quality. Similarly, it is necessary to have a common school curriculum standard, accreditation, and other standards.

The results of the study also revealed that the solution for new challenges for school principals could be effectively overcome by appointing principals based on superior abilities, strengthening themselves to improve communication skills, especially English and language skills in ASEAN countries, establishing harmonious cooperation as an ASEAN family, applying the standard of the principal is the same as that of other ASEAN countries, and the need for financial support from the government.

The solution as above shows that the principal has a strong commitment to face the AEC era. They agreed that the increase in school principals must start from appointments in accordance with the standards set. This condition is a key condition for improving the performance of principals (Bandur, 2009; Burton, 2009; Sasongko, 2011; and Sasongko, 2015). Similarly with other solutions, such as increasing communication skills, applying the same standards, and supporting costs are also the keys to success for the establishment of harmonious international relations (Sasongko and Sahono, 2016; David, Nguyen, Wong, and Choy, 2016). In these conditions this is what is expected by the principal in the future.

CONCLUSIONS AND RECOMMENDATIONS

Conclusion of the study shows that there are a number of new challenges in the implementation of the principal standards in the AEC era. The new challenges include the addition of special qualifications for principals to have a minimum TOEFL certificate with a score of 500 or equivalent. In social competence, it is necessary to add to managing foreign cooperation for the sake of school. Another new challenge is the ability to create curricula that are ASEAN standards, ASEAN standard school accreditation, ability to create schools as a vehicle for study for the ASEAN community, have adaptive skills and create a harmonious educational community in the ASEAN region.

Suggestions to the principal to be able to prepare themselves for the AEC era. The standard for school principals should be owned and developed continuously in accordance with the changing needs of the world community. The principal who used to be different from the principal in the new era. The principal should continue to study in order to have good English competence. The school principal needs to have the competence to manage foreign cooperation for the benefit of the school. Principals should have the ability to create curricula that are ASEAN standards, improve ASEAN-standard school accreditation, enable them to create schools as a vehicle for study for the ASEAN community, have adaptive skills and create harmonious educative communities in the ASEAN region. The head of the education office should need to provide

support and policy so that principals are not left behind with other countries.

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