

Rehabilitation Of Principal In Regional Autonomy (Case Study In Regency Of Labuhanbatu)

Dahrul Aman Harahap, Ade Isyana Hairunnisah, Pitriyani

Abstract: The case of Labuhan Batu Regency about the change of principal has caused a handful of debates within educational organizations. The uncertainty about the principal's tenure raises the question of the realization of Permendiknas no. 28 Year 2010. The purpose of this study is to find out how the periodization process and regulation that regulates the replacement of principals in the dynamics of regional autonomy in Labuhan Batu Regency. The research method used is the method of description in the form of case study method. Data analysis technique used is literature study by looking for reference theory relefan with case found and interview. The results of the research are: (1) The appointment, placement, dismissal and transfer of educators and educational staff have not been regulated in Perda or Pemup Kabupaten Labuhan Batu (2) There is no Periodization in Labuhan Batu Regency so there is no clarity of principal term of office according to the demand of enforcement Permendiknas No.28 of 2010 regarding the policy of change of principal. (4) Periodization within a period of 4 years during a period of tenure of the principal by the Regent in accordance Perbup or Perda as a form of authority in carrying out regional autonomy.

Index Terms: Periodization, Principal, Regional Autonomy

1 INTRODUCTION

A principal who wants to succeed at least runs seven job functions. The principal is a leader who has the duty and function to organize for the school to run properly and maximally. He must be able to make a breakthrough in developing a school that he leads to be better than ever so that the vision and mission of the school that has been formulated can be achieved. In carrying out the duties and functions of leadership, the principal must have the ability to mobilize, direct, guide, protect, nurture, model, encourage, and provide assistance to all human resources in a school so that can be utilized optimally to achieve goals which has been set [1]. According to [2] that there are seven functions of this principal consists of (1) Principal as educator (2) Principal as administrator (manager) (3) Principal as supervisor (4) Principal as leader (leader) (5) Principal as innovator (6) Principal as a motivator (motivator). The problem that occurred in Labuhan Batu Regency is the absence of local regulation since the enactment of Permendiknas no. 28 from 2010 so that there are still many headmasters who served not in accordance with the appointed period of duty. A recent case where the Teachers of the Republic of Indonesia (PGRI) of Labuhan Batu District, urged the regency to impose the periodization of principals from the primary and junior secondary levels under the authority of the District Education Office of Labuhan Batu. Confusion over the obscurity of the principal's tenure at Labuhan Batu leads to the fear that the headmaster's position will be a place of throne that is so comfortable that it is irreplaceable when in an educational organization there needs to be regeneration and refreshment so that career development and coaching can go well.

In addition, there is also a debate because Labuhan Batu Regency has made several headmasters since the election of the Regent of 2016 As many as 76 school principals (Kasek) following the inauguration conducted by Regent of Labuhanbatu H Pangonal Harahap in Training Hall BKD Labuhanbatu, Friday (26/8)[3]. The taking of oath of office and inauguration done in accordance with the Decree of the Regent No.821.24/2856/ BKD-II/2016 Date 25 August 2016 about the appointment and dismissal of school principal in Labuhanbatu Regency Government. Pangonal Harahap at the swearing-in ceremony and the inauguration of functional officials said, the shift of the workplace is a very natural thing. This is primarily done in order to provide a refresher that is needed to create a more efficient and efficient work patterns. Therefore, to the principal who is sworn in and sworn in, it is affirmed that the first thing to do is to understand the duties, functions and responsibilities of the office entrusted to you. In addition to understanding the task, discipline also has an important position in the success of work [3]. From the incident, the writer tries to find out how this periodization process and the regulation that regulates the replacement of headmaster in the dynamics of regional autonomy in Labuhan Batu Regency.

2 RESEARCH METHODS

The research method used is a description with the type of case study method where the data analysis technique used is through literature study by finding reference theory relefan with the case or problems found as well as conducting interviews to one of the most prominent Principal and Head of Education and Education Personnel in Labuhan Batu District.

3 RESEARCH RESULTS AND DISCUSSIONS

Decentralization is the transfer of authority from the central government to the local government to take care of its own territory. According to Law No. 32 of 2004 Article 1, paragraph 7, decentralization is defined as the transfer of government authority by the government to the autonomous regions to regulate and manage government affairs in the system of the Unitary State of the Republic of Indonesia. The autonomy of this area according to Wayne in [4] is the freedom to preserve and promote the special interests of the region, with its own finances, self-determination, and self-government. Regional autonomy is one of the forms of decentralization of

- Darul Aman Harahap, Doctoral Programme Education Management University Negeri Medan, Email: amanhrp@yahoo.com.

government which refers to the independence of regions where the regions are free to improvise, express and appreciate their potential and potential, free in thinking and acting so that they can work independently or intervene from other parties or central government. Implementation of regional autonomy has begun in 1999 which is expected to facilitate and assist the implementation of the State. With the existence of regional autonomy it is expected that each region has the right to regulate their respective areas but still controlled by the central government and existing legislation. The birth of Law Number 22 Year 1999 on Regional Government is then considered to bring the spirit of democracy in it because it contains the policy of Regional Autonomy, which will give wide authority to the Region to arrange and organize their own household. However, in the implementation of Law No.22 of 1999, there are still various deficiencies such as local regulations set in a district with other regencies in the other districts (disadvantages) and the districts do not see the province again so that the law is revised and replaced with Law No.32 of 2004 on Regional Government. Law Number 32 Year 2004 stipulates that what is meant by autonomous regions is the unity of legal communities having certain regional boundaries having the authority to regulate and manage the interests of local people according to their own initiative based on community aspirations in accordance with legislation. The presence of regional autonomy policies implemented through Law no. 32 Year 2004 is expected to change in better regional management system to create process of empowerment for society in area. In relation to education, decentralization is defined as an autonomy for using instructional inputs in accordance with the demands of schools and local communities that can be accountable to parents and communities Burnett et al [quoted in 5]. Periodization of the principal's position or the replacement of the principal's office during the specified time period needs to be of particular concern to the district/city government because with periodization the heads of schools can be more serious in carrying out their duties more and more responsibly because the continuity of the positions will be judged by the achievement performance of the principal during his tenure in a school. The policy regarding this periodization is regulated in Chapter V Permendiknas no. (2) The principal's/madrasah principal duties as referred to in paragraph (1) may be extended to 1 (one) (3) Teachers who carry out additional tasks as headmaster/madrasah 2 (two) consecutive duties can be re-assigned to headmaster/madrasah at school/other madrasah that have lower accreditation value than the previous school/madrasah, if: a. has passed the grace period of at least 1 (one) time period of duty; or b. has a great achievement. (4) The outstanding achievement as referred to in paragraph (3) letter b is to have very good performance value and achievement at the district/city/provincial/ national level. (5) The principal/madrasah whose term of office is over, still performs the duties as a teacher in accordance with his/her position and is obliged to carry out the process of learning or counselling and counselling in accordance with the provisions {6}. Within the scope of regional autonomy, the regulation concerning the periodization of the principal's position by the Regional Government is done by the Regent, but in Labuhan Batu there is no clear regulation. In region Labuhan Batu, it is necessary to enact the headmaster periodization due to the absence of clarity on the principal's

term of office, no clear rules and regulations regarding the headmaster's periodization, and the demand for the application of Permendiknas no. 28 Year 2010 regarding the principal change policy. The policy needs to be done so as not to cause pros and cons in the environment of education personnel because it is considered sudden and also the headmaster who previously served is not ready to be replaced. In addition, this period is considered a new policy of the Bupati, so the head of the school who is not resumed his position is not ready and has not fully received if he has to go back to his duties as a teacher. Other problems related to the periodization arise from the principal who has approached retirement period where there is no transition period for the principal who has approached the retirement period so that he follows this periodic regulation. In the Regulation of the Minister of National Education Number 28 of 2010 on the assignment of teachers as principals/madrasah states that the principal/madrasah is a teacher who was given the additional task to lead in a school within 4 (four) years and after four years of running the principal will undertake periodic and cumulative review of principals' performance annually and cumulatively every 4 (four) years by considering performance appraisal by the assessment team consisting of school/madrasah supervisors, educators, education personnel, and school committees. Then the results of the performance appraisal are categorized in very good, good, moderate, or less{7}. In its implementation in Salatiga this periodization process is organized by the City Government in collaboration with the Principal Development and Empowerment Institution (LP2KS), Ministry of Education and Culture. The selection of candidates for headmaster is held openly through two stages, namely the selection of administration in accordance with the provisions of Permendiknas no. 28 year 2010 who have received a feasibility recommendation to become principal and through written test, then participants are required to take an interview test. For prospective principals who have passed the selection are given a training conducted in face-to-face activities within a period of at least 100 (hundred) hours and practice field experience in a minimum period of 3 (three) months. This education and training ended with an assessment of the leadership ability of each participant to know the achievement of competency of principal/madrasah candidate. Then the candidate of principal/madrasah who passed the assessment will be given the certificate of principal/madrasah by the organizer.

4 CONCLUSION

Periodization is not merely about replacing school principals but rather in regeneration where the need for the appointment of a new teacher who has qualified as headmaster in the criteria of getting additional duty to bring new refreshments and innovations in education especially in the scope of school. On the other hand, if the periodization or arrangement of the principal's tenure is absent or unadjusted, a lifelong headmaster may be created until old and will allow for declining performance and performance due to the formation of saturation and comfort of irreplaceable positions. Conversely, periodization will allow teachers to be more motivated to improve their professionalism, improve competitiveness and competence to become candidates for new headmasters at the end of the current headmaster's periodization. Similarly, the principal who is carrying out his or

her responsibilities in leading a school, he can further improve his performance and achievement in leading and promoting education in a school led so as to create a good work performance so that the principal's tenure can be extended for the next period. The most important thing in the process of periodization is the existence of a clear, systematic and non-abrupt juridical foundation so that every headmaster who will be replaced in his position is better prepared to carry out his duties and functions upon completion as headmaster. In addition, in the chosen mechanism, open auction or open selection should require good coordination between sectors, so as not to cause any missteps or other subjective factors. Furthermore, the headmaster's periodization related to regional autonomy needs to be regulated in the Regent's Regulation where the principal's term of office is 4 (four) years and the performance assessment will be conducted at the end of the tenure period to determine the continuation of the principal's position. A good performing school principal may be continued for the next period but for a less-performing school principal it will return to his duties as a teacher.

REFERENCES

- [1] Wahjosumidjo,1999. Principal Leadership, Theoretical Review and Problems.Jakarta: Raja Grafindo Persada.
- [2] Mulyasa, E.,2011. Become a Principal Professional.PT Remaja Rosdakarya: Bandung
- [3] Toba Time,2016. Principal in Labuhan Batu was sworn in. Picked on 10 Oktober 2015 dari <https://tobatimes.blogspot.co.id/2016/08/76-kasek-di-labuhanbatu-dilantik.html>
- [4] Hasbullah, 2006. Autonomy of Education: The Policy of Regional Autonomy and Its Implications on the Implementation of Education.PT Raja Grafindo Persada: Jakarta.
- [5] Mulyana, D., 2010. Qualitative Research Methodology.PT Remaja Rosdakarya: Bandung
- [6] Sirozi,2005. Politics of Education: The Dynamics of the Relationship between the Power of Education and the Politics of the Provider of Education. PT Raja Grafindo Persada: Jakarta.
- [7] Sugiyono, 2014. Management Research Methods. Alfabeta: Bandung