

Teaching Performance Of Former Principals In State Elementary Schools In Yogyakarta City

Arief Efendi, Slamet, Udik Budi Wibowo

Abstract: This study analyzes the teaching performance of teachers in state elementary schools in Yogyakarta City, Indonesia, who were previously appointed as principals. The focus of the study was carried out on aspects of teaching commitment. The study was conducted qualitatively with a grounded theory approach. The research subjects were teachers who were previously principals in four state elementary schools in Yogyakarta City. The analysis was carried out with an interactive analysis model. The results show that the former principal's performance in Yogyakarta City decreased since the beginning of the assignment. They experience post power syndrome, reject assignments, experience obstacles in communication, and some of them have health problems. This result implies the need for a more comprehensive policy in preparing principals before their position end.

Index Terms: post power syndrome, teacher performance, teaching commitment, Yogyakarta City

1 Introduction

HUMAN resources in schools are assets that affect school efficiency, effectiveness, and productivity. Human resources in schools include principals, teachers, students, and education staff. In this connection, the principal as a leader must be able to provide positive energy to mobilize the entire school community, realizing mutual respect and human relations in harmony [1],[2],[3]. Principals, as leaders in schools, play an important role in empowering all school people. The principal is responsible for optimally transforming and guiding to achieve the expected school goals together. The role of principals in empowering human resources is related to: first, the core of the principal's job is to diagnose school needs, utilize available resources and talents and integrate all existing potentials; secondly, at the primary and secondary school level requires 7 critical areas related to leadership namely instructional, cultural, managerial, human resources, strategy, external development and micro-politics [4],[5]. The ability of the principal to diagnose school needs and resources is at the core of his leadership. Successful principals are those who can understand the existence of a complex and unique school and can carry out their role as a person who is given the responsibility to lead the school [6]. Regulation of Ministry of National Education No. 28 of 2010 Article 10 Paragraph 5 describes the position of the principal who ends his term of office as follows: "The principal of school or madrasah whose term of office ends, continues to carry out duties as a teacher in accordance with his position and is obliged to carry out the learning or guidance process and counseling in accordance with the provisions". The implementation of the regulation faced various obstacles nationally. It includes issues relating to the management of principals after holding the position as a school leader that has not been implemented properly. These various problems, among others, the appointment of school principals by local government official have not fully referred to the provisions of Regulation of the Ministry of National Education. Only 275 districts/cities had followed the regulation designed to prepare principals before their task ended. The

reluctance of post-office principals to become teachers again and they are more interested in becoming supervisors after full school principals as in Yogyakarta City. The teacher's interest in being the headmaster has decreased, and most principals in the city of Yogyakarta only experience rotation [7]. In general, the change of headmaster officials is caused by retirement and death [8]. Furthermore, based on the pre-survey, various problems are found, such as (1) mechanism of placement and management of former principals has not been clearly regulated and implemented effectively. It can be seen by the number of former principals whose placement is based on their wishes so that in certain schools there are more than one former principal; (2) former principals' teaching and learning activities are not in accordance with the main tasks and functions; (3) former principals are not empowered, so it makes a separate group; (4) former principals have a tendency to be apathy with the conditions of the school where they teach; (5) the management of former principals' work has not been clearly regulated and requires technical guidance so that its existence can be functioned optimally.

A former principal is an educative, certified educator and certified manager who applicative his or her experiences in the world of education. The experience of a full-time principal is valuable to contribute to school development. Experience has important meaning, because experience can affect the behavior of organisms and can be considered as learning opportunities. Experience also shapes knowledge and skills and attitudes towards someone and makes the person work effectively and efficiently [9]. As one of the potential human resources in schools, the former principal needs to be empowered and developed. Empowerment is a motivational gift and allows individuals to take certain responsibilities in order to improve the way they do in work and contribute to the achievement of school organizations. This is based on the fact that employees who are empowered will increase motivation and have the willingness to contribute to ideas, ideas, initiative, and be proactive. With a feeling of pride and sense of belonging, they will work in a quality, effective, efficient, and responsive manner [10],[11]. Based on the problems mentioned above, it is necessary to explore in depth and analyze former principal performance. This research is expected to reveal new findings on former principal's management, which in the end, the data and findings can be used as a reference for educational institutions and the government for a better policy.

- Arief Efendi is currently pursuing a doctoral degree program in education at Yogyakarta State University, Indonesia and lecturer in STAI Miftahul Huda Al Azhar (STAIMA) Banjar, Indonesia. E-mail: arief.efendi2015@student.uny.ac.id and ariefefendi481@gmail.com
- Slamet PH, and Udik Budi Wibowo are currently lecturers in Yogyakarta State University, Indonesia

2 RESEARCH METHOD

This research is qualitative research. Bogdan and Biklen [12] define qualitative methodology as a research procedure that produces descriptive data in the form of written or oral words from people and observable behavior. This approach is directed at the background of the individual holistically. In this context, it is not permissible to isolate individuals or organizations into variables or hypotheses, but need to view them as part of a whole. Qualitative research also seeks to understand the meaning that underlies participant behavior, describes the complex background of interaction, identify types of information, and describes phenomena [13]. This research uses a grounded theory approach with some steps: are collecting and analyzing various data relating to former principal management in Yogyakarta City; understanding and interpreting their views; and exploring various possibilities to optimally and proportionally develop a former principal management model. Researcher of this study tries to learn what happens at daily lives and at school of former principals. The setting of this study was in state elementary schools in Yogyakarta City. The city is selected because it has implemented Regulation of Ministry of National Education No. 28 of 2010. Furthermore, it has unique characteristics as a student city, which often becomes a barometer and reference nationally including in the context of education, as well as a pilot project for national policy. The implementation of Regulation of Ministry of National Education No. 28 of 2010 concerning the assignment of teachers as principals and the replacement of former principals to become teachers has been carried out in Yogyakarta City so that it needs to map the management pattern of its workforce. Sources of data in this study are the subjects from which data is obtained [14]. The words and actions of former principals who were observed or interviewed are also the main data sources for this study. Subjects in this study is selected based on several criteria: (1) still active in the scope of the target of the study; (2) has information and understanding of the problem; and (3) objective in delivering information. Selection of subjects in this study use purposive sampling technique [15]. Subjects were chosen with specific profile as who can provide an understanding of research problems and phenomena in the study. Data collection techniques in this study used several methods. Observations were made to obtain data regarding the activities of former principals in schools. Interviews were used to reveal the attitudes and feelings of subjects on the implementation of former principals management from various managerial aspects, placement, empowerment, and their expectations. The researcher used aids such as notebooks, recording devices and cameras to ensure quality of a good interview [16]. Documentation techniques were carried out as a support and complement to the primary data obtained through observation and interviews [12]. The instrument in this study was the researcher as a human instrument. The function is to establish the focus of research, choose the right informant as a source of data, conduct data collection, assess the quality of data, analyze data, interpret data and make conclusions on its findings [17]. The researcher, in this case, is a key instrument whose role is to clarify the problem. The researcher must present to collect data directly and establish good communication with various parties to build trust. A sense of trust will make it easier for researcher to carry out research. Researcher can directly obtain additional information from informants based on their experience, ways of thinking,

perspective, and opinions related to the principal's post-retirement management. The data collected in this study was then analyzed based on an interactive analysis model [18]. There are three components of the model carried out in analyzing qualitative data, namely data condensation, data display and drawing and verifying the conclusion. Each component interacts and forms a cycle.

3 RESULTS

HBL was previously a principal and now is a regular teacher in State Elementary School A in Yogyakarta City. He believes that his enthusiasm to teach is still the same as before. His enthusiasms on the same level as many younger teachers. This is caused by teaching in State Elementary School A in Yogyakarta City is special for its status as a favorite school. His teaching will impact the quality of the school and its future class. According to HBL, teaching performance and commitment can be seen in the form of: (1) teaching with priority to quality improvement; (2) teaching with orientation for worship; (3) parent encouragement and demand for quality graduates; (4) schools demand and culture that upholds quality requires teachers to do his or her job well. The willingness to teach is driven by the desire to be an example as a former principal and the school's demand to teach well. HBL's enthusiasm and commitment to teaching are also encouraged by his status as an assessor for other teachers in the school. His mastery of theoretical and practical learning makes it easier to implement teaching commitment. Besides, school demands with high targets make each teacher, including him, are conditioned to carry out the job optimally and professionally. Based on observation and documentation regarding teaching performance and commitment, HBL performs his teaching duties as other teachers. This was seen on Tuesday, 6-9-2017 in sports hours, he did not leave the classroom, but tried to assist unhealthy students in the class. He also conveyed the conditions of students to parents by telephone and ensured that students were sick and not allowed to take part in sports activities. The data and information above show that the commitment of HBL in teaching is good. This was also proven in the form of personal and professional commitments such as: (1) teaching well by the assignment and believing that teaching is part of worship that must be done seriously and (2) personal commitment to be an example in teaching. This was driven by the desire to be a role model for young teachers. While professional teaching commitment is carried out in the form of (1) good preparation of learning; (2) applying a quality culture to school learning and administration; (3) set quality learning targets to maintain school quality and meet the expectations of student parents. ERN was assigned as principal and is now a regular teacher in State Elementary School B in Yogyakarta City. She expressed her objection to teaching in the school after her post as principal. Nevertheless, she still teaches in the school. She argues her objection was due to an obstacle in the form of deteriorating health condition that requires her to be hospitalized. After her status as principal ends, ERN at the beginning did not want to become a teacher anymore and had a plan to retire early. Early retirement was canceled because her work period was less than seven years. Her health got worse, especially in recent years, after suffering from diabetes and heart disease. The school demands teachers to present in the school forced her to do her duties, even though she is in an unhealthy condition. Regarding her teaching commitment

and enthusiasm, ERN confessed that the main obstacle was in the mastery of technology in the form of preparing to learn by using computers. In this case, she used to be assisted by other younger colleagues to complete school assignments. Her physical conditions as an aged person and soon enter retirement with various health problems affect teaching. Nonetheless, she tried to stay in school except sickness requires her hospitalized. Her teaching commitment was manifested in the form of active classroom learning. Another form of commitment was to help colleagues unable to attend the class by filling in it. This was done without instructions from the principal, but part of her concern for students. Observation and documentation regarding teaching commitment on Monday, 11-09-2017 found ERN teaches on the 1st floor. The position of the class was on the back side of the school administration room. Her unhealthy condition due to her age could be seen from the way she walks heavily with legs. In the class, ERN sat in the teacher's chair in front of the students and explained the lesson from her seating position. The data and information related to teaching commitment and enthusiasm above, it can be summarized that ERN has a high teaching commitment. This is evidenced by (1) teaching commitment, although in poor health conditions, except when hospitalized; (2) commitment to serving students. This was evidenced by the willingness to fill an empty class due to teacher absence. SGT was previously a principal and is now tasked as a teacher in State Elementary School C in Yogyakarta City. He expressed his commitment to teaching was manifested in the form of becoming homeroom for class 3 and school treasurer. He was happy to teach, even though at first he disliked being assigned to the school. His teaching activities at the beginning of the assignment were good, but lately, he often came late and sometimes did not present due to frequent health problems. His teaching commitment was not good, and when given more tasks, he refused with the reason that he will be retiring in the near term. His health issue made him come late to school because of treatment in hospital. His teaching enthusiasm decreases with age and illness. His teaching motivation declined and sometimes left school without giving assignments to students. Observation and documentation regarding teaching performance and commitment on Monday, 09-25-2017 can be described as follows. SGT, as a former principal, looks old and will retire in the next two years. Physically, he is tall and big, but from the way, he walks, he is experiencing health problems and possibly psychologically depressed. The above data and information on SGT's teaching commitment and enthusiasm can be summarized as follows: (1) commitment and enthusiasm in teaching are not good. This is proven to be often coming late and leaving school without assignments for students; (2) poor work motivation as evidenced by the reluctance to carry out duties on retirement reason; (3) his work motivation is volatile. RIN was previously a principal and is now a teacher in State Elementary School D in Yogyakarta City. Her commitment and enthusiasm in teaching were manifested in her treatment of students like her grandchildren so that they must be well prepared. Teaching for her is not only related to science but also relates to good habits of simple things. However, when she was in an unhealthy condition and taking medicine, she felt drowsy so that her teaching assignments were neglected. Her commitment to teaching is good, but the main obstacle is a poor health condition that makes her often sick so that sometimes there is a delay in

entering class. The disease is in the form of diabetes, which requires much rest. Observations and documentation regarding teaching commitment and enthusiasm can be summarized as follows. RIN is assigned as homeroom of Class 3 B. Classroom is on the second floor. The class looks colorful with wall hangings and motivation for students. RIN looks cheerful, but the physical condition looks aging and unhealthy. This can be seen from the way of walking and facial expression. Based on information and data related to RIN's teaching commitment, it can be concluded that she has a teaching commitment, but the main obstacle is the health condition and medication. The impact of medicine is drowsiness. This condition results in students getting less attention because it requires much resting. Overall based on the exposure of the data relating to performance and commitment in teaching at the elementary school level it can be concluded: (1) most former principals have good commitment and enthusiasm in teaching and improving the quality of learning for students; (2) all former principals as teachers and homeroom teachers in their respective schools; (3) many former principals experience health problems and often leave the class for medication.

4 DISCUSSION

The results of the research described and explained above found that the teaching commitment of former principals of state elementary schools in Yogyakarta City decreased at the beginning of the assignment as a teacher. Many of them experience post power syndrome, as seen from three former principals in this study. Some former principals also tend to reject assignment as a regular teacher at the school set by the Yogyakarta City education office. They also experienced some obstacles in communication, and some of them have health problems. Post power syndrome is due to the concern that the present position of former principals has changed a lot from the previous one. They used to be respected, to be served and governs others. Furthermore, their source of income was reduced due to the completion of the position. A new personal image of school members' treatment on him or her after being without a position can also impact the syndrome. Post power syndrome among former principals is caused by four factors, namely loss of power in the form of principal position, reduced respect for the termination of the principal's position, lack of financial due to the completion of the principal's position and reduced opportunities for social interaction with certain groups such as the same principals due to the end of office school. Another cause of post power syndrome is the treatment of principals who are less friendly and less respectful of them. An autocratic leadership style that emphasizes orders more than motivation can also make former principals feel uncomfortable in work. The cause of the post power syndrome is mainly due to mental shock, the concern about what to deal with, the individual felt that something was missing from him in the form of a position that had been held had to be abandoned [19],[20],[21]. Another factor is the loss of social contact with colleagues, loss of position, loss of authority, and feelings as individuals who influence and lose some of their sources of income [22]. Therefore, it is necessary to prepare psychological and sociological conditions that need to be arranged in such a way that the post-office performance of the principal can work effectively, concentrate on the implementation of learning and be able to contribute to the progress of the school. The support of the environment,

namely the school community and the leadership to former principal is important so that they can carry out their duties properly. At this study, the support of current principals and school residents is well implemented. This is due to the personal ability of former principals to adapt to the environment well and the needs of the school to experienced teacher to teach. The obstacles to teaching for former principals are psychological barriers and technical obstacles. Psychological barriers in the form of post power syndrome, low ability to adjust to the new environment, health problems that cause decreased space in carrying out learning and physical conditions that decline due to age factors. While the technical barriers include the low ability in the mastery of information technology to support the preparation of learning administration, the addition of teaching hours which exceeds the number of provisions due to a lack of instructor subjects, lack of mastery of the material and due to lack of teaching time when they were principals. The former principals' contribution to advance school can be summarized as a thoughtful and technical contribution. The contribution of thought was manifested in the form of several things in the form of contributions in the form of school programs, professional management advice, school activity advisors. The technical contribution can be in the form of the school committee adviser, the school development team, the school activity coach, the supervisor of preparation for junior teachers and assessors for junior teachers. In the context of the current study, former principals contribution is more appropriate for conceptual matters in the form of thoughts, discordant suggestions, and advisors or mentors. This is physically based on the age of retirement and aging, physically challenged. But on the contrary conceptually and thinking is very mature and experienced. The main factors that contribute to the behavior of high-performing employees require challenging and meaningful work. Great employees will feel satisfaction when given the freedom to develop connections and commitments with jobs with little instruction and have autonomy in carrying out their duties at work [23]. Former principal will also contribute to the progress of the school if the opportunity and support for doing things of value is provided by the school community.

5 CONCLUSION

Based on the results of the research and discussion of the findings, it can be concluded that teaching performance of former principals of state elementary schools in Yogyakarta City decrease in the beginning of the assignment. They experienced post power syndrome, refused assignments to schools set by the Yogyakarta City education office, experienced shock, experienced obstacles in communication and some experienced health problems. This is due to the psychological unpreparedness of former principals and the unpreparedness of the education office in implementing policies so that the social and technical impacts of the implementation have not been fully prepared. These conclusions implies the need of a more comprehensive approach in handling former principals in Yogyakarta City especially in state elementary schools. Further implications can be in the form of a wider aspect of former principal management for other types of schools such as junior and senior high schools. A better model for management of former principals is thus needed to ensure quality improvement in schools.

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