



The implementation the duties and responsibilities of Primary School Principals in Indonesia

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Abstract

This study aims to determine the duties and responsibilities of primary school principals in the remote area of Suator District, Asmat Regency, as well as the factors that support and hinder elementary school principals in carrying out their duties and responsibilities.

This study employed qualitative methods. Observation, interviews, and documentation were used to collect data. Meanwhile, data analysis was conducted through data reduction, data presentation, conclusions, and verification. This study was conducted at two elementary schools in Suator District, Asmat Regency, namely Inpres Burbis Elementary School and Inpres Vagabus Elementary School.

The findings of this study indicate that: 1) elementary school principals' duties and work in remote areas as leaders, educators, managers, supervisors, innovators, motivators, and administrators have gone well; 2) the implementation of elementary school principals' duties and work in remote area in carrying out management functions starting from planning, organizing, mobilizing, and supervising has been carried out effectively, but there are still obstacles in the mobilization process as a result of the low-level of teaching staff discipline in regards to student absenteeism; and 3) supporting factors for elementary school principals in remote areas in carrying out their duties and work including the enthusiasm of students in participating the learning process, student's parents and the surrounding community who have begun to recognize the importance of education, and the existence of a harmonious relationship between the principal, staff, and teaching staff. On the other hand, inhibiting factors include the lack of professional teaching staff, the still-relatively low level of teacher discipline, inadequate facilities and infrastructure, the absence of internet access, any provider's weak network, and the lack of electrical sources. Other impediments include the high cost of living necessities, inconvenient transportation options, and inhospitable and inaccessible geographical conditions.

Keywords: Duties, principals, remote areas

Introduction

Education plays an important role in an individual's life. Both formal education and non-formal education have the same goal, namely providing education to individuals and encouraging the growth of their abilities. The main objective of the National Education System as regulated in Law Number 20 of 2003 is to develop the ability of students to develop into individuals who believe and are devoted to God Almighty, have noble character, prioritize their welfare, become, acquire knowledge, demonstrate talent and ingenuity, foster independence, and contribute actively to society as responsible citizens. A nation characterized by adherence to democratic values and demonstrating responsible behavior.

In Indonesia, the government imposes mandatory education requirements for all children, ensuring that every citizen has the right to receive formal education in a school environment. Formal education refers to structured and organized education that takes place in schools, where students learn systematically, are evaluated with an assessment or tiered system, and must meet certain requirements. Formal educational institutions require the presence of educators, who are often called teachers, and institutional leaders, namely school principals, to facilitate the educational process in schools.

Julaiha (2019) ^[17] emphasizes the crucial role of school principals as leaders in addressing the needs of staff, teachers, and students in educational institutions. Hence, it is imperative for a school principal to possess a sufficient level of education, as this role entails significant

accountability and demands a high degree of professional competence.

A highly competent and responsible principle with vast expertise and a proactive attitude in overseeing the educational unit is crucial. The school's efficiency hinges on the principal's capacity to professionally manage its ample facilities, infrastructure, funding, and skilled staff (Zhahira, 2022). According to Mulyasa (2012) ^[29], school principals have multiple tasks and roles, encompassing functions such as instruction, management, administration, supervision, leadership, innovation, and inspiration.

A proficient school principal must possess a high level of professionalism and credibility in order to efficiently employ all available resources for the advancement of the school, while effectively overcoming any encountered hurdles. Effective supervision of all educational resources by school principals inside educational institutions would enhance the quality of education.

However, in actuality, achieving the status of a professional school management and establishing a commendable reputation is a formidable task, particularly when taking on leadership roles in schools situated in the 3T (Disadvantaged, Outermost, and Foremost) districts. 3T areas, or isolated places, are defined by insufficient infrastructure and utilities, which diminishes their appeal as residential locations. This holds particularly true in the rural regions of Suator, specifically in SD Inpres Burbis and SD Inpres Vagabus.

Upon examining these issues, it becomes evident that establishing educational institutions that adhere to the

National education quality requirements in 3T domains poses significant challenges. The responsibilities and tasks of school principals in overseeing educational institutions in 3T regions have likewise grown increasingly challenging. The research on "Implementation of Duties and Work of School Principals in the Remote Area of Suator, Asmat Regency" is a compelling topic to explore.

Suator is one of the remote areas in Asmat Regency, Papua. To get to Suator, it takes approximately 5 hours using a small motorized boat from Agats, which is the capital of Asmat Regency, Papua. Initial observations at SD Inpres Burbis and SD Inpres Vagabus in Suator District, Asmat Regency show that fathers and mothers who serve as school principals in remote areas of Papua are still unable to carry out managerial duties, entrepreneurship development and supervision. Because the Principal has not taken the Principal Training and eligibility test, the Principal does not yet have a Unique Identification Number (NUKS). For prospective school/madrasah principals, the Institute for Principal Development and Empowerment (LPPKS) determines and records NUKS in a national database to ensure high training standards.

Most school principals in remote areas of Papua, especially Asmat Regency, have not had the opportunity to take part in Professional Teacher Education (PPG). The Acceleration of Education Program in Papua has actually been carried out but is still hampered by several things such as the lack of effort by Principals as managers in educational work units who have not carried out their duties and roles as they should due to the lack of social service facilities such as the absence of residences, limited public transportation., and a lack of incentives for teachers to work in remote areas. Undoubtedly, this obstacle is a big obstacle for school principals in achieving their managerial framework, so that it sometimes causes deviations from the expected results in the learning process. This research also aims to identify strategies to increase the effectiveness of the Principal's leadership, thereby optimizing the implementation of the Principal's responsibilities and duties.

In light of the aforementioned issues, researchers endeavored to investigate the following aspects: (1) the responsibilities and tasks of elementary school principals in the remote region of Suator, Asmat district, (2) the manner in which elementary school principals in the remote area of Suator, Asmat district fulfill their obligations and carry out their work, (3) the factors that facilitate or hinder the performance of elementary school principals in the remote area of Suator, Asmat district.

Research Method

Research Type

This research combines case study methodology with a qualitative descriptive approach. Smith (1978) stated in Norman (2009) that a case is a "limited system". Not only is it limited but also has an integrated system. Case behavior is cyclical. Consistency and results are noteworthy. This research must reveal the pattern of implementing the responsibilities and work of school principals, because it is a system that shapes and has a significant impact on the quality of education, even in the remote area of Suator, Asmat Regency. According to Lincoln (2009), case studies can be analyzed to determine the meaning associated with the way the subject or participant views the event.

Research Location and Time

The research was conducted in Suator District and Asmat Regency, South Papua Province. The elementary schools that were the focus of the research were SD Inpres Burbis and SD Inpres Vagabus in Suator District, Asmat Regency. The reason for choosing SD Inpres Burbis and SD Inpres Vagabus was first, because the schools chosen were state schools. Second, the problem of easily accessible transportation access. Third, to compare how the two school principals at state elementary schools carry out their duties and work in leading the schools they lead. The research was conducted for a duration of approximately three months, namely from January to March 2023.

Data Source

The primary data on job performance and employment of elementary school managers in the rural area of Suator, Asmat Regency is derived from observations and interviews conducted with selected sources or informants. The research was informed by the school principal, several other educators, and community leaders. In order to ensure the accuracy of the figures, interviews were conducted with other instructors and notable community members to verify the facts. Secondary data was collected by utilizing documented information and notes pertaining to the general profile and execution of responsibilities of school principals in the rural region of Suator, Asmat Regency. This data specifically focused on SD Inpres Burbis and SD Inpres Vagabus.

Data Collection Techniques and Instruments

The research process involves planning procedures, which encompass scheduling observations and allocating time for recording and documentation. This research planning was conducted by taking into account the viewpoints of researchers and informants.

This study employs non-participatory observation. The observation activity is to gather preliminary data on the execution of the responsibilities of elementary school principals in the Suator area, Asmat Regency. Researchers conducted direct observations at the schools in the Suator District, Asmat Regency, specifically focusing on the functions performed by elementary school principals.

Additionally, semi-structured and in-depth interviews were carried out. Semi-structured interviews are characterized by the use of multiple open-ended questions. This method facilitates a thorough examination of information by enabling the interviewer to ask more questions based on the interviewee's responses. In order to acquire dependable data for this phase of observation, researchers directly journeyed to the research site. Moreover, interviews function as a method for researchers to acquire information from individuals who possess expertise in a particular field. Structured interviews are one of the interview approaches employed in this research. This study employed organized interviews with specific key informants, whereas unstructured interviews were carried out with independent informants who possess cultural knowledge and have connections with families, such as educators and local community leaders.

Findings and Discussion

The aim of this research is to provide an overview of the duties and work of elementary school principals in the

remote area of Suator, Asmat Regency, Papua. Asmat Regency, whose capital is Agats, became part of Merauke Regency on December 11 2002. Asmat Regency is literally defined as a place or region that is on the board. where every building, including public places and roads, is supported by wooden poles in swamp areas. To be able to visit SD Inpres Burbis and SD Inpres Vagabus in Suator District, Asmat Regency, it takes around three hours to travel by motorboat or speedboat from Agats town to Suator district. The following are the results of this research.

Implementation of Duties and Responsibilities of School Principals in the Remote Area of Suator, Asmat Regency

Principals must understand their duties. If they comprehend and integrate their duties, school managers can simply supervise their schools. The following observations and interviews assessed elementary school administrators' duties in distant Suator. This research relied on SD Inpres Burbis and SD Inpres Vagabus principals, instructional personnel, and community leaders.

Researchers interviewed elementary school principals in distant Suator about their key jobs. Per the interviewee, principals in remote Suator have a limited awareness of their tasks and responsibilities, but not the entire extent. For clarity, researchers will divide interview data into groups based on main responsibilities: educator, manager, administrator, supervisor, leader, and innovator.

students at Suator by carrying out their duties and work by organizing the implementation of learning so that it is effective and efficient. The school principal guides the teaching staff in compiling and creating learning programs, and does not hesitate to provide input if the teaching staff encounter difficulties in carrying out their duties. The school principal will also check the completeness and suitability of the work program or learning tools in order to create an effective and efficient teaching and learning process.

To achieve this goal, school principals also provide assistance to teachers/staff who want to expand their knowledge and involve them in seminars, forums, or educational or training organizations. Currently, there is still a lack of teachers or workers who want to continue their education to an advanced level. In the organizational realm there are teachers who actively participate in teacher and religious groups, making it easier to develop their inherent abilities.

From the description above, it can be concluded that the Principal of Suator Elementary School has attempted to improve the quality of teaching at his institution by designing a very effective and efficient learning approach.

The management and principal of Suator Elementary School play an important role in raising teaching standards in the community. The principal's responsibility as a manager is to help subordinates become competent in both management and technical fields. Therefore, managers must have a long-term plan that outlines the goals, vision, and mission of the organization in addition to their own plans.

Research findings show that although the facilities and infrastructure of SD Inpres Burbis and SD Inpres Vagabus are relatively limited compared to schools located in non-remote areas, the principals of these schools have implemented effective strategies to increase the use of school resources and carry out tasks effectively. out of their managerial responsibilities. However, elementary school principals in Suator demonstrate extraordinary managerial

abilities in coordinating, mobilizing and adapting all available resources within the educational institutions under their supervision effectively, with the ultimate aim of achieving common goals.

Ngalim (2003) ^[33] defines supervision as the process of identifying the necessary conditions or prerequisites that will ensure the achievement of learning objectives. According to Azhari (2003) ^[6], supervision can be defined as the actions of competent individuals who provide assistance to teachers and other school staff who are directly responsible for supervising student learning. The main goal of supervision is to improve the teaching and learning environment and improve academic performance. Supervision in an educational environment is usually carried out by the school principal who also functions as a supervisor. This configuration facilitates increased impartiality in the formulation and implementation of supervision. Control is used in the context of supervision to ensure that educational activities in schools are directed at achieving predetermined goals. Apart from that, this also functions as a proactive step to prevent educational staff from deviating from their responsibilities.

Likewise at SD Inpres Burbis and SD Inpres Vagabus, the principal as a supervisor is an observer of the implementation of learning and evaluates the performance of staff and teaching staff. From the results of the interview, it is known that the implementation of the principal's duties as supervisor has been carried out well. This is confirmed by findings in the field that the school principal monitors and evaluates the learning process of each RAKER, supports extracurricular activities at school every week, and carries out regular supervision activities.

Based on the description above, it can be concluded that the principal's responsibilities as a supervisor include development, supervision, correction and initiative efforts throughout all educational efforts carried out in the school environment. Additionally, principals assume responsibility for supervising educational institutions in Suator, fostering good interpersonal relationships as a strategy to promote and advance education in the region. The school principal collaborates with the community and education staff to work together to improve the level of education in remote areas in Suator.

Supporting and Inhibiting Factors in Implementing the Duties and Work of School Principals in the Remote Area of Suator, Asmat Regency

The supporting factors in carrying out the duties and work of the Elementary School Principal in the remote area of Suator, Asmat Regency are: 1) Suator is a sub-district in Asmat Regency, Papua Province. As a remote area, Suator District only has 11 elementary schools spread across each district and each district only consists of tens or at most hundreds of families. In the morning, you will see students enthusiastic about going to school. And sometimes it is not uncommon for students to pick up their favorite teacher to go to school together. This proves that students' enthusiasm for school is very high. However, students' enthusiasm is sometimes hampered by the weak economic conditions of their parents, so students are forced to help their parents look for food in the forest, which causes students to be absent from school for days.

2) The indigenous people of remote areas of Papua are known to be polite. They really respect and appreciate a

teacher. In recent years, the local community, especially parents, have begun to realize the importance of education to support the lives of their children. This also includes achievements resulting from good relations between the principal and the students' parents and the surrounding community who continue to educate them on the importance of education.

3) The cultivation of positive and cohesive relationships and effective communication within the educational environment are additional components that contribute to the successful implementation of the responsibilities and duties of School Principals in the far-flung Suator region. The effectiveness of a school principal in managing an educational institution is not only influenced by his own performance, but also by the collective impact of various subsystems. This subsystem includes the competence of the school principal, characteristics of his subordinates, situation and conditions of the school, school organization, cooperation of all members, and environmental conditions (Mukhtar, 2015) ^[26].

The following are inhibiting factors in carrying out the duties of elementary school principals in the remote area of Suator, Asmat. The details are as follows: 1) The lack of professional teaching staff in remote areas is one of the problems in the world of education that has not yet been resolved. The remote area of Suator is no exception. This is because the placement of teachers in Asmat Regency is not evenly distributed, because it is often found that there is a buildup of teachers in schools in more developed areas such as in Agats City, Papua, which is the capital of Asmat Regency. And conversely, in remote districts there is still a shortage of teaching staff, especially teaching staff in elementary schools. According to research by Berg (2006) ^[51], schools located in hard-to-reach places are one of the causes of educators' reluctance to teach in remote areas. Apart from that, there are still many teaching staff working in state schools in remote areas who have honorary status, have non-linear educational backgrounds, or do not meet the requirements to teach in the field; examples include instructors who have recently completed high school.

2) The level of teacher discipline is relatively low here in terms of teacher absenteeism or presence at school. As is known, the teaching staff at SD Inpres Burbis and SD Inpres Vagabus consists of 4 and 5 people. There were irregularities in terms of teacher absenteeism or attendance at elementary schools in the remote area of Suator, namely that the figures on the teacher attendance list were very low, and only 1-2 teachers were found to be present at the school. The absence of teachers from teaching is due to various reasons and this occurs throughout the school year. Therefore, serious follow-up is needed which should be a priority for remote area school principals in Suator, namely extra supervision regarding teachers who are not present at school and providing sanctions if necessary. The lack of motivation to teach in remote areas can also be the reason why teachers are often absent from school, so school principals also play an important role in increasing teacher motivation to teach.

3) Facilities, commonly understood, refer to objects such as computers, books, and other portable equipment that are often utilized. Meanwhile, infrastructure often consists of fixed structures such as immovable buildings and other constructions that provide support. Based on the conditions seen in the field, primary schools in Suator have extremely

limited resources and infrastructure. There are a limited number of structures that have three classrooms, one office, one principal's room, one room designated as a school warehouse, and two sanitation rooms or toilets. Currently, elementary schools in the Suator area do not have access to libraries and laboratories. The facilities are extremely restricted, with each school having only ATK, 2 computers, and 1 printer.

4) Many students help their parents find food in the forest due to their terrible economic situation. Thus, this is often used to skip school. Sahono (1996) ^[41] states that teachers and school principals in remote locations often have to deal with children playing truant during harvest season because they accompany their parents to the fields. Due to poor parental economic conditions and lack of parental assistance in motivating students, academic engagement is low.

Conclusion

The author draws several key conclusions based on the conducted research as follows

1. The Principal of Suator Elementary School, in their role as a leader, educator, manager, supervisor, innovator, motivator, and administrator, has been doing their duties and responsibilities successfully. This is corroborated by the incorporation of pioneering educational exercises, meticulous and comprehensive management, regular and systematic oversight, and the issuance of assessments on the RAKER schedule on a monthly basis.
2. The Principal of Suator Elementary School, who is responsible for management functions such as planning, organizing, mobilizing, and supervising, has effectively carried out their duties. However, there are challenges in the mobilization process due to the teaching staff's lack of discipline regarding absenteeism at school.
3. This study investigates the factors that facilitate and impede the performance of elementary school principals in the remote region of Suator, Asmat Regency. Supporting aspects encompass the degree of student engagement in the educational process inside the school, the participation of parents or students and the broader community who recognize the significance of education, and the presence of a harmonious relationship between the principal, staff, and teachers. Obstacles to progress include a shortage of competent teaching personnel, comparatively low levels of teacher adherence, insufficient facilities and infrastructure, restricted internet access, and absence of reliable sources of electricity. In addition to that, the difficulties are also influenced by the pupils' restricted learning capacities and the comparatively disadvantaged economic circumstances of their parents.

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