

The Role of The Principal in The Professional Development of Teachers in The RSBI Era: A Historical Review of Education Policy Implementation

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Abstract

The International Standard School Pilot Policy (RSBI) in the historical record of Indonesian education is the starting point for changing local mindsets to global mindsets. This policy, in its implementation, faces various challenges, especially the readiness of teachers to carry out the mandate of learning, which must refer to international criteria, and there are still many teachers who do not have that readiness. Therefore, the principal has a heavy responsibility; in addition to managing and developing strategies toward an International Standard School (SBI), he is also responsible for continuously supervising teacher teaching based on international standards. The teaching supervision carried out by the principal is not only to improve the professionalism of teachers but also to ensure that international standards in the learning process are met or even exceeded.

Keywords: *historical review, RSBI policy, role of principals, supervision of learning*

INTRODUCTION

School is one of the places for the formation of the next generation of the nation. The competitive advantage of the nation is a reflection of education in schools. In the current global era, qualified Human Resources (HR) are demanded. According to historical records, various efforts have been made by the government to respond to these demands, including; changing the curriculum from KBK to KTSP, increasing the number of education budget allocations, changing SBN (National Standard Schools) to SBI (International Standard Schools), teacher certification programs, and many more.

The policy of implementing International Standard Schools (SBI) and International Standard School Pioneers (RSBI) has historically been a form of systemic change effort towards a better form. The implication can be felt in the change in the new pattern of school system management, especially in RSBI and SBI schools, by prioritizing quality as its market share. Therefore, quality assurance is a serious concern of SBI and RSBI, in the form of efforts to meet standards and seek recognition from both the School BAN and ISO (international) certification. In essence, such a change has a purpose and a goal, to improve the quality of graduates so that they can compete in the global era.

The history of the International Standard School Pioneer (RSBI), competing to meet the demands to meet the eligibility criteria of the Ministry of National Education at that time. If the evaluation results do not meet the eligibility criteria, then the school's status will be reduced to a National Standard School (SBN). Such conditions make various parties, especially schools and education offices, strive to be able to fulfil various prerequisites for an SBI.

In the 2012s era, the change from SBN to SBI required a change in teaching patterns and better leadership. In teaching, teachers are required to be able to deliver material using English (bilingual). Then regarding leadership, the granting of wider authority to school principals to carry out their management is the main thing, in line with the spirit and spirit of regional autonomy, especially for public school principals (Arifin:1999:27).

Leadership basically cannot be separated from power, because the leader's power does not have juridical power or other power in influencing others (Husaini Usman: 2006; 248). As a

leader, the principal has responsibilities as educator, manager, administrator, supervisor, leader, entrepreneur, motivator, climate, and organizer (Husaini Usman:2006; 249). A supervisor (learning supervisor) has a goal to assist teachers in improving their competence (learning performance) in order to achieve the learning objectives that have been set for their students (Glickman: 1981; 3). The heavy task of a teacher at an RSBI school, especially when it comes to teaching in different forms or methods, the challenges of using a foreign language (English) and the use of computer-based teaching media in delivering material, requires efforts, steps, and strategies from the principal to be able to do this. continuous, directed, measurable teaching development and achieve effective results, in order to achieve learning goals and school goals.

INTERNATIONAL STANDARD SCHOOL PILOT

The background of the SBI program includes; in the 90s many schools were founded by foundations using international identities but the quality and standards were not clear, many parents were economically able to send their children abroad, there was no legal umbrella governing the implementation of international schools, the need to build quality schools as centres the centre of excellence in education, and as a large nation, Indonesia needs international recognition of the quality of its educational processes and outcomes.

According to the Ministry of National Education (2006:3) SBI is a national school that prepares students based on Indonesian national education standards (SNP) and international standards, so that graduates have international competitiveness. According to Slamet Suyanto (2008) SBI is not an international school (international school) as many have established in Indonesia. SBI is a national school that has met national standards and will be developed towards international standards or international standards.

International standards required in SBI are Graduate Competency Standards, Curriculum, Teaching and Learning Process, Human Resources, Facilities, Management, Financing, and Assessment of international standards. In SBI, the teaching and learning process is delivered in two languages, namely English and Indonesian. The SBI pilot is divided into four models: newly developed SBI, existing developed SBI, integrated model and partnership model. From the four implementation models, SBI was developed with 8 main principles, namely:

1. Development of SBI refers to SNP + X

SBI = SNP + X

Where SNP includes 8 SNP standards, namely, graduate competence, content, process, facilities and infrastructure, educators and education personnel, management, financing, assessment while X is a plus value, namely, strengthening, enrichment, development, expansion, deepening through adaptation or the adoption of educational standards, both from within and outside the country that already have an internationally recognized reputation for quality.

2. SBI is developed based on the needs and initiatives of the school (demand driven and bottom up).
3. An international standard curriculum which is demonstrated by the development of up-to-date and sophisticated content with the development of global science.
4. SBI implements school-based management (SBM) with good governance.
5. SBI implements a pro-change and innovative teaching and learning process.
6. SBI applies leadership principles that have a vision for the future (visionary).
7. SBI must have professional human resources, both educators and education staff.
8. The implementation of SBI must be supported by complete, relevant, up-to-date and sophisticated facilities and infrastructure such as laptops in the laboratory, LCD, TV, and other supporting educational media.

The formulation of SNP + X (OECD) means that SNP stands for National Education Standards plus X. While OECD stands for Organization for Economic Co-operation and Development or an organization for cooperation between countries in the field of economy and development. Members of this organization usually have certain advantages in the field of

education whose standards have been recognized internationally. OECD members include: Australia, Austria, Belgium, Canada, Czech Republic, Denmark, Finland, France, Germany, Greece, Hungary, Iceland, Ireland, Italy, Japan, Korea, Luxembourg, Mexico, Netherlands, New Zealand, Norway, Poland, Portugal, Slovak Republic, Spain, Sweden, Switzerland, Turkey, United Kingdom, United States and other developed countries such as Chile, Estonia, Israel, Russia, Slovenia, Singapore, and Hong Kong (Depdiknas, 2008: 4-5).

RSBI LEGAL BASIS

The implementation of the International Standard School Pilot (RSBI) in Indonesia uses the following legal basis:

1. Law Number 20 of 2003 concerning the National Education System (UUSPN 20/2003) Article 50 paragraph 3 which states that the Government and/or regional governments shall organize at least one education unit at all levels of education to be developed into an international standard education unit.
2. Law Number 32 of 2004 concerning Regional Government.
3. Law Number 33 of 2004 concerning Financial Balance between the Central Government and Regional Governments.
4. Law Number 25 of 2000 concerning the National Development Program.
5. Government Regulation (PP) Number 19 of 2005 concerning National Education Standards (SNP).
6. Government Regulation (PP) Number 38 of 2007 concerning the Division of Government Affairs between the Government, Provincial Governments and District/City Regional Governments.
7. Regulation of the Minister of National Education Number 22 of 2006 concerning Content Standards.
8. Regulation of the Minister of National Education Number 23 of 2006 concerning Graduate Competency Standards.
9. Permendiknas Number 6 of 2007 as a refinement of the Regulation of the Minister of National Education Number 24 of 2006 concerning the Implementation of Permendiknas Numbers 22 and 23 of 2006.
10. Strategic Plan (Renstra) of the Ministry of National Education for 2005-2009.
11. Regulation of the Minister of National Education Number 6/2007 concerning the Education Unit Level Curriculum Model (Depdiknas, 2008).

SBI DEVELOPMENT THROUGH OB (LEARNING ORGANIZATIONS)

Development of SBI through OB; shared vision, mastery learning, system thinking, mental models and team learning. According to Marquardt (in Suyanto, 2008), OB is a system consisting of five subsystems; (1) learning (learning), (2) knowledge (knowledge), (3) technology (technology), (4) humans (people), and (5) organization (organization) (Suyanto, 2008). In more detail, it is described as follows:

1. Changes in the School's Vision-Mission
In the vision and mission of the SBI school, it must be developed based on the results of a comprehensive self-evaluation to identify strengths, weaknesses, opportunities and threats.³ According to Sharplin (1985), vision is basically a reason for existence, namely a description of what is to be achieved and for whom.⁴ Thus, the vision of the SBI school must be realistic and achievable.
2. *Sister school* and benchmarking
Having a partner school abroad (sister school), and doing benchmarking (comparison) against that school is a pretty good way to get to SBI.
3. *KTSP and Adaptive Curriculum*
The Education Unit Level Curriculum (KTSP) provides ample opportunities for principals to develop their own curriculum. Of course, the existing curriculum must still refer to the National Education Standards (SNP). Schools can map and adapt to curricula from various

- developed countries. For example, schools review or adapt Cambridge curriculum and testing systems, NASTA (National Science Teacher Association of the US) etc.
4. Learning Quality Improvement
UNESCO (1996) put forward the four pillars of global education, an ability that children must have in order to be successful in their future life. The four pillars are; learning to know, learning to do, learning to be, learning to live together.
 5. Application of Bilingual Learning
Learning with two languages (bilingual), namely Indonesian and English is needed so that students are able to master international languages. The habit of communicating in English, needs to be done *such as English day, English writing, contest, speaking contest, debate, etc.*
 6. Improved Knowledge Management and Libraries
Libraries must be developed by providing international standard references. Libraries need to be equipped with internet, and developed towards digital liberalism. The books are equipped with a bar code and a magnetic reader to make it easier for students to serve.
 7. Optimization of Computer and ICT Utilization
Computers and information and communication technology must be mastered by all components of the school. Teachers can use it to develop teaching materials, create learning media, and create a bank of evaluation questions.
 8. Optimization of Laboratory Functions and Moving Class
The laboratory is a fun place for students to learn to investigate and discover (inquiry and discovery). Therefore, the lab also functions as a classroom for learning. In addition, the field of study class is seen as more conducive to learning and makes it easier for teachers to configure their class configurations compared to student classes. Schools need to develop moving classes, where teachers stay in their classes, while students move around according to subjects.
 9. Increasing the Professionalism of School Staff
Staff professionalism improvement is carried out continuously, either through training programs or through lesson studies. In lesson study, teachers from groups of subjects conduct discussions to develop various innovations, improve learning methods, update learning materials, develop learning tools, develop evaluation systems, and adapt curriculum.
 10. Student Quality Improvement
Students are learning subjects developed by the school. Quality improvement is not only a high NEM achievement, but students need to be developed in line with the plurality of intelligence, aspirations and hobbies. So, it is necessary to develop an arena for creativity, competition, and student demonstrations at the school, local, national and international scale
 11. Administration and Management Improvement
SBI must have a good, easy-to-use administration and management system to improve service effectiveness and efficiency. A transparent, accountable and zero corruption administration and management system is required.
 12. Application of International Evaluation Standards
International standard schools can enroll their students in international exams. English exams can use the TOEFL, TOIC, or IELTS. As for the field of study exams, you can take Cambridge, IBO, IJGCSE, MCAT, and Oxford AS. Apart from students, teachers can also take international certifications (Suyanto, 2008).

TEACHERS AND TEACHING RESPONSIBILITIES

Etymologically, the term guru comes from the Indian language, which means a person who teaches about release from suffering. As in the Hindu religious tradition, teachers are known as *Maharesi Guru*, namely teachers whose job is to galvanize prospective monks in *bhinaya*

orphanages (education places for monks) (Suparlan, 2008). Teachers are educators who provide a number of knowledge to students at school. Teachers are people who are experienced in their profession. With the knowledge they have, teachers can make students smart people (Djamarah & Zein, 2006).

Teaching essentially has meaning, the teacher's efforts in guiding, directing, or organizing learning, as well as creating conditions or regulating the environment in such a way, so that the learning objectives that have been set are achieved (Muhaimin, et. al., 1996). As a teacher, the teacher must understand the nature and meaning of teaching and know the theories of teaching and be able to implement them (Muhaimin, et. al., 1996). Thus, the duties or roles of a teacher are; develop teaching and learning plans, facilitate the teaching and learning process, and assess learning and learning outcomes (Muhaimin, et. al., 1996).

TEACHER PROFESSIONAL DEVELOPMENT CONCEPT

Coaching teacher teaching, conceptually the same as coaching in terms of teaching supervision. Supervision (guidance) of teaching in Indonesia, so far has been carried out by supervisors or supervisors, and some have also been carried out by school principals. Acheson and Gall define supervision as an aid to the improvement of teachers' teaching performance. Meanwhile, Nerney sees supervision as a rational supervisory procedure that can provide feedback for improving the teaching process (Mantja, 2000). Both Gall and Nerney believe that supervision can improve the performance of the teacher's learning process.

The basic concept of teaching coaching is to provide assistance to teachers with evaluation and feedback that leads to improving the teaching and learning process in the classroom, so the principles that must be adhered to are: 1) constructive, 2) fact-based, 3) simple and informal, 4) teachers feel safe, 5) based on professional relations, 6) conditional, 7) not authoritarian, 8) not based on rank/position, 9) Expecting quick results, and 10) preventive-corrective-cooperative.

In implementing the principles of teacher guidance or supervision, according to Tahlele, the characteristics of positive supervision include:

1. Democratic and cooperative
2. Creative and constructive
3. Gives a sense of comfort to the teacher
4. Based on reality
5. Provide opportunities for teachers and supervisors to self-evaluate.

Broadly speaking, the principles of teacher supervision (teaching teachers) are democratic, cooperative, constructive, scientific and realistic development of teacher professional competence development and the achievement of instructional goals and school goals effectively and efficiently.

Coaching Function in Teacher Teaching Development

In line with the above definitions, teaching supervision is an effort to develop and improve teacher teaching performance. In addition to having principles, it also has a function, where the essence of the supervisory function is to provide assistance to educational programs through various ways to improve the quality of education.

Sweringen, argues that the supervisory functions include; coordinating all school efforts, equipping school leadership, expanding teacher experience, stimulating creative endeavors, providing continuous facilitation and assessment, analyzing teaching and learning situations, and imparting knowledge and skills to staff members (Warisan, 2003). According to Pidarta, the supervisory function can be grouped into two, namely; The first is called the Main Function, which is to help schools represent the government in an effort to achieve the educational goals of helping the individual development of students. Second, Additional Functions, namely assisting schools in fostering teachers so that they can work well and in making contact with the community in order to adapt to the demands of society (Warisan, 2003).

Based on the essential understanding of supervision, the supervisor's role is to provide support (support), assist (assisting), and include (Sahertian & Mataheru, 1982). Thus, the real

supervisor's role is to create an atmosphere in such a way, with the intention that teachers feel safe and free in developing their potential and creative power with full responsibility. More firmly, Mantja (2000) says that the role of supervision today is more as action and experimentation with the aim of improving teaching and learning programs (Mantja, 2000). Although basically, a teacher has a certificate, according to Pidarta (2009) still needs to get coaching from a supervisor. This is because what is happening in the field is that the development of the teaching profession compared to the development of science and technology is not balanced. Thus, so that the development of the teaching profession is not far behind, it is necessary to provide guidance by supervisors (Pidarta, 2009).

From some of the views above, it is clear that supervision seeks to develop teaching and learning programs, expand teacher experience, professional development of teachers, motivate teachers' creative efforts, provide facilities and continuous assessment of the teaching process, and foster teachers so that they can work in accordance with demands of the times.

Thus, the role of educational (teaching) supervision is to provide assistance to teachers to develop their skills and creativity in the teaching and learning process, as well as being able to become problem-solvers for problems that arise in the teaching and learning process. So that a supervisor is no longer an expert in peering at teachers and providing administrative assessments, however, an expert in guiding teachers to be more competent.

IMPLEMENTATION OF TEACHER TEACHING GUIDANCE BY THE PRINCIPAL

Supervision is basically part of the administrative (management) functions of education. Where, the main functions of education management include; planning (planning), organizing (organizing), coordinating (coordinating), communication (communicating), supervision (supervising), staffing (staffing), financing (budgeting), and evaluation (evaluating) (Sam and Tuti, 2005;81). The principal in his position as a supervisor is obliged to foster teachers to become good educators. For teachers who have been good, the quality can be maintained, and for teachers who are not good, it can be developed even better (Pidarta, 2009).

From the above definition, the supervisory function is one of the important functions in the administration (management) of education. Supervision function, has the meaning of control in an effort to achieve goals. As a school manager, the principal has the task of controlling efforts to achieve goals, one of which is by conducting teacher teaching coaching through supervision as a function. Things that need to be developed and considered are (1) the personality of the teacher, (2) continuous professional improvement, (3) the learning process, (3) continuous professional improvement, (4) mastery of subject matter, (5) the diversity of teacher abilities, (6) regional diversity, and (7) the ability of teachers to cooperate with the community. Points 1 to 4 are for individual teacher development, and points 5 to 7 relate to the school context (Pidarta, 2009).

In conducting teaching supervision, the important thing to note is the techniques in conducting good supervision. In connection with this, Negley and Evans (1980) argue, class visitation is the most essential teacher coaching technique, because in fact observation and class visits have a high effectiveness in coaching activities (Negley & Evan, 1980). Class observation, in which supervision is an activity of observing and paying close attention to the symptoms that appear when teaching and learning activities take place (Burhanuddin, 1994). The goal is that the problems that hinder the teaching and learning process can be caught by the supervisor, then discussed with the teacher and find a solution.

To be able to make good observations, Lipham et al (1985) suggest that supervisors must first prepare parameters that are appropriate to the learning focus, determine when and how long class observations take, what are the learning objectives and how to assess them, so that supervisors (principals, supervisors, supervisors, etc.) in their supervision, do not act as "rule enforcers". The purpose of class observation is to obtain a comprehensive picture of the learning program and obtain information that will be used to solve learning problems (Negley & Evan, 1980). That is, in carrying out their supervision, supervisors do not only make administrative observations and provide grades, but rather on a teacher development that requires careful preparation, in order to achieve maximum coaching goals.

In conducting a coaching program, a supervisor in carrying out his observations needs to consider the following criteria (Depdikbud, 1986):

- a. Have a clear goal,
- b. Reveal aspects that can be used to improve and enhance the ability of teachers,
- c. Using the observation sheet,
- d. There is an interaction between the teacher and the supervisor,
- e. Does not interfere with the learning process,
- f. Followed by follow up.

The outline of the purpose of classroom observation is to obtain a global picture of the learning program. Also, obtain information that will be used in solving existing instructional problems. Thus, the coaching carried out can be efficient in improving the quality of teaching and improving the quality of schools.

CONCLUSION

The RSBI policy is a policy made by the government aimed at improving the quality of national education. The target is a clear proof of the government's seriousness in increasing the nation's competitiveness through education. The RSBI policy poses a challenge to changing learning patterns which must refer to international standards. This condition creates its own challenges for teachers and encourages principals to be active in fostering or supervising their teachers so that they are able to meet international standard learning quality standards. In addition, school principals are also required to develop institutions according to international benchmarking on an ongoing basis.

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