

Main Tasks and Functions of Schools in Indonesia

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Abstract

The main task of the function of the principal needs to be discussed because it is the spearhead in the development of Indonesian human resources. Interpretation of the applicable education regulations in Indonesia and their implementation is a must. This research uses the literature review method. The research issue taken is about the duties and main functions of the principal in managing the school as an educational institution. Management of educational institutions refers to the eight points of national education standards. The legal jurisdiction for education management is the National Education Standards Act. The duties and main functions of the principal must have derivative regulations that refer to the law. So that there are no deviant actions in school management. The results showed that after being crystallized from various regulations which refer to the management function, namely POAC.

Keywords: Main Task, School, Function

1. Introduction

Education is the main factor in the formation of the human person. Education plays a very important role in shaping the good or bad of the human person according to normative standards. Realizing this, the government is very

serious in dealing with the field of education, because with a good education system, it is hoped that the next generation of quality will emerge and be able to adapt to live in society, nation and state. Educational reform is a response to the development of global demands as an effort to adapt an education system that is able to develop human resources to meet the demands of a developing era. Through education reform, education must have a vision of the future that provides guarantees for the realization of human rights to develop all of their potential and achievements optimally for the welfare of life in the future.

The teacher is one of the human elements in the educational process. In the process of education in schools, teachers have dual duties, namely as teachers and educators. As a teacher, the teacher is tasked with pouring a number of lesson materials into the brains of students, while as an educator the teacher is in charge of guiding and fostering students to become capable, active, creative, and independent moral human beings (Anugrahana, 2020; Tiswarni, 2019). Djamarah (2008) argues that both teaching and educating are the duties and responsibilities of teachers as professionals to become capable, active, creative, and independent moral human beings. Djamarah argues that both teaching and educating are the duties and responsibilities of teachers as professionals². Therefore, the tough task of a teacher basically can only be carried out by teachers who have high professional competence.

Teachers play a central role in the teaching and learning process, for that the quality of education in a school is largely determined by the abilities of a teacher in carrying out their duties. According to Aqib & Rohmanto (2007) the teacher is a determining factor for the success of education in schools, because the teacher is the center and source of teaching and learning activities. It was further stated that the teacher was an influential component in improving the quality of education in schools. This shows that the ability or professional competence of a teacher greatly determines the quality of education.

Basically the level of professional competence of teachers is influenced by factors from within the teacher itself, namely how the teacher behaves towards the work carried out. While the external factor that is predicted to affect the professional competence of a teacher is the leadership of the principal, because the principal is the teacher leader in the school (Amri & Tharikh, 2018; Tiswarni,

2019). The teacher's attitude towards work is a teacher's belief about the work he carries, which is accompanied by certain feelings, and provides the basis for the teacher to make a response or behave in a certain way according to his choice. The teacher's attitude towards work affects the teacher's actions in carrying out their work activities. If a teacher has a positive attitude towards his work, then of course the teacher will carry out his functions and position as teaching staff and educators in schools with a full sense of responsibility (Hakkarainen, 2011; Salminen et al., 2012).

Teachers' attitudes towards work can be seen in the form of perceptions and satisfaction with work as well as in the form of work motivation that is displayed. Teachers who have a positive attitude towards work, of course, will display good perceptions and satisfaction with their work as well as high work motivation, which in turn will reflect a teacher who is able to work professionally and has high professional competence, performance and high work motivation. , which in the end will reflect a teacher who is able to work professionally and has high professional competence. A teacher's positive or negative attitude towards work depends on the teacher concerned and environmental conditions. According to Walgito, the attitude that exists in a person is influenced by internal factors, namely physiological and psychological factors, as well as external factors, namely in the form of situations faced by individuals, norms, and various obstacles and encouragements that exist in society.

The school as an organization, in which elements are collected, each individually or in groups, has a cooperative relationship to achieve goals. The elements in question are none other than human resources consisting of principals, teachers, staff, students or students, and parents of students (Katuuk, 2014). Without neglecting the role of other elements of the school organization, principals and teachers are internal personnel who play an important role in determining the success of education in schools. The success of a school essentially lies in the efficiency and effectiveness of the appearance of a principal. While the school as an educational institution is tasked with organizing the educational process and teaching and learning process in an effort to educate the nation's life.

In the process of implementing learning in the field, many teachers are found who cannot carry out their duties and responsibilities as a teacher to the fullest, this happens because of the lack of teacher ability in managing and managing the learning process, especially in classroom management and making learning tools that are very supportive in the learning process. Many find a teacher in the delivery of learning material that is not in accordance with the sub-materials or the order of the material in accordance with the desired indicators based on the school curriculum. With the many problems of teachers in carrying out their duties and responsibilities as a teacher, a leader in the school is needed, namely the principal who is in charge of monitoring the development of the learning process and always overseeing the ongoing teaching and learning process. So that the teacher can carry out his role as a teacher who can carry out his duties and be responsible properly and correctly.

In this case the principal as someone who is given the task to lead the school, the principal is responsible for achieving school goals. Principals are expected to be leaders and innovators in schools. Therefore, the leadership quality of principals is significant for school success. responsible for achieving school goals. Principals are expected to be leaders and innovators in schools. Therefore, the leadership quality of principals is significant for school success.

Wahjosumidjo (2007) suggests that the leadership performance of the principal is the achievement or contribution given by the leadership of a principal, both qualitatively and quantitatively measurable in order to help achieve school goals. The appearance of the principal's leadership is determined by factors of authority, nature and skills, behavior and flexibility of the leader. According to Wahjosumidjo (2007), in order for the principal's leadership function to succeed in empowering all school resources to achieve goals according to the situation, a school principal who has professional abilities is needed, namely: personality, basic skills, experience, training and professional knowledge, as well as administrative competence and competence. supervision. The principal's professional ability as an educational leader is to be responsible for creating a conducive teaching and learning situation, so that teachers can carry out learning well and students can learn in peace. Besides, the principal is required to be able to work closely with his subordinates, in this case the teacher.

Principal leadership who is too oriented to the task of procuring facilities and infrastructure and pays less attention to teachers in taking action, can cause teachers to often neglect their duties as teachers and shapers of moral values (Afat & Kadioğlu Ateş, 2019; Pakarinen & Kikas, 2019; Pranita et al. , 2018; Terziu et al., 2016). This can foster a negative attitude from a teacher towards his work at school, so that in the end it has implications for the success of student achievement in school. student achievement in school. The principal is the manager of education in the school as a whole, and the principal is the formal leader of education in his school. In an educational environment in schools, the principal is fully responsible for managing and empowering teachers to continuously improve their work abilities. By increasing the ability of all the potential they have, it is certain that teachers who are also partners of the principal in various fields of educational activities can try to display a positive attitude towards their work and improve their professional competence.

2. Methods

This research uses the literature review method. The research issue taken is about the duties and main functions of the principal in managing the school as an educational institution. Management of educational institutions refers to the eight points of national education standards. The legal jurisdiction for education management is the National Education Standards Act. The duties and main functions of the principal must have derivative regulations that refer to the law. So that there are no deviant actions in school management. This task is to guide the principal in acting. Especially the crucial thing is financial management.

3. Results and Discussion

Main Duties and Functions in general are things that must be carried out by a member of an organization or employee in an agency on a regular basis according to their abilities to complete programs that have been made based on the goals, vision and mission of an organization. Each employee should carry out more detailed activities that are carried out clearly and in each section or unit. The details of these tasks are classified into practical and concrete units according to

the abilities and demands of the community. The Main Duties and Functions (Tupoksi) are an interrelated unit between the Main Duties and Functions. In laws and regulations, it is often stated that an organization carries out functions in order to carry out a main task.

The main task where the understanding of the task itself has been explained previously is an obligation that must be done, work which is a responsibility, an order to do or do something in order to achieve a goal. The definition of tasks according to experts, namely Yoder, (1942), "The Tern Task is Frequently used to describe one portion or element in a job". Meanwhile Golledge (2003), suggests that "A task is a specific work activity carried out to achieve a specific purpose". Another definition which considers that the task is a specific activity carried out in the organization is according to Miner & Miner (1976), stating that "A task is a specific work activity carried out for a specific purpose". Meanwhile, according to Moekijat (2003), "A task is a part or an element or a component of a position.

A task is a combination of two or more elements (elements) so that it becomes a complete activity. Based on the definition of tasks above, we can conclude that the main task is the unit of work or the most important and routine activities carried out by employees in an organization that provides an overview of the scope or complexity of the position or organization in order to achieve certain goals.

Responsibility is making appropriate and effective decisions, proper means making the best choices within the boundaries of social norms and expectations that are generally given to improve human relations positively in achieving safety, success and prosperity. Meanwhile, according to the general Indonesian dictionary, responsibility is the state of being obliged to bear everything. It can also be interpreted as human awareness of intentional or unintentional behavior or actions. Responsibility also means acting as an embodiment of awareness of one's obligations. An attitude of responsibility cannot appear and be owned by someone just like that. Responsibility will be owned based on good character. Good character will grow in humans when they are used to doing good things. This habituation occurs through an educational

process that is fostered from an early age from the family environment, and is continued in schools and the wider community.

Schools as institutions that provide formal education play a very important role in producing quality generations both cognitively and affectively. Thus schools can be said to be a determinant of the success of the education system implemented by a country. Education is a conscious effort to train and develop intelligence, skills, mind (mild) and individual character, thus enabling him to be able to live a productive and responsible life, able to resolve himself with nature and the surrounding community. and piety to God Almighty (Harsono, 2018). Harsono's statement implies that education is purely intellectual, but involves aspects of increasing emotional control so as to create mutual respect, respect, responsibility and other positive aspects that can improve the quality of human life. This is in line with the function of national education in the market 3 Law no. 20 of 2003 which states that: National education functions to develop the ability to form a dignified national character and civilization in the context of educating the nation's life, aiming to develop the potential of students to become human beings who believe and are devoted to God Almighty. Noble character, healthy, knowledgeable, capable, creative, independent and become a democratic and responsible citizen.

Schools through their various subjects strive to achieve these goals, including through physical education which is one of the compulsory subjects in primary and secondary schools (Law No. 20 of 2006 concerning the National Education System article 37). The Ministry of Education and Culture (2010) explains that: Physical education is an integral part of overall education, aiming to develop aspects of physical fitness, movement skills, critical thinking skills, social skills, reasoning, emotional stability, moral action, aspects of a healthy lifestyle and introduction of a clean environment through selected physical, sport and health activities that are planned systematically in order to achieve national education goals.

This is in accordance with what Bucher (1983) stated that there are four categories of physical education goals, namely: (1) Physical development; (2) movement development; (3) Mental development; and (4) social development. From the description above, it is very clear that physical education aims to

improve the quality of students in terms of psychomotor or physical movement, cognitive or intellectual aspects to affective aspects or attitudes. Thus, a healthy generation will be created, the work of science and noble character will be created. In fact, the current physical education learning process is trapped in the goal of the psychomotor aspect without building the character of students and increasing knowledge about their body.

Physical education is considered as a scorer of achievement in the field of sports. In the learning process, teachers are required to improve students' technical skills in various sports which can then be included in competitions and competitions held up to the national level. This mistake also received full support from the school and parents because it was indirectly considered to have a positive impact on students. This is the cause of often not achieving cognitive and affective aspects in the learning process of physical education because movement skills are used as learning objectives, not as a means of achieving educational goals. Not achieving the affective aspect in the physical education learning process has a negative impact on the student's personality. This can be seen from the fact that it is increasingly common for students to violate school rules such as being late for the first class, as well as on Mondays so that not all students take part in the flag ceremony. In general, they reason because of the habit of getting up late and getting stuck in traffic. The habit of littering, destroying plants in the school yard, dirtying the classroom walls, using inappropriate language used by students, being disrespectful even against the teacher are often carried out by students outside the learning process or when learning takes place.

Another problem arises when physical education lessons begin, some students often delay changing the clothes that will be used on the grounds that the teaching and learning process is not necessarily carried out according to schedule so they choose to make sure beforehand. There are also students who are always looking for reasons not to be involved in the learning process by reason of being sick or not bringing the clothes to be used. Students are less responsive in preparing and returning the learning facilities and infrastructure that they will use, students carry out their own activities without following instructions from the teacher, students are accustomed to making fun of friends who are unable to perform motion tasks, students are not enthusiastic about completing complex

tasks, there are even some students who intentionally damage physical education learning facilities and infrastructure. When group assignments are seen, there are many students who have not shown good social skills, including students who have not been able to create independent study groups, and students do not show an attitude of cooperation, giving support, attention and helping their group mates in completing assignments. The lack of strict rules applied in schools resulted in students not feeling deterred and then repeating these violations so that they became habits that were carried over to the family and community environment. If left unchecked, students will assume that their behavior is not an act that violates the rules and can have a bad impact on themselves or their environment in the future. The behavior carried out by these students is included in the characteristics of students who do not have an attitude of responsibility.

Based on these data, the authors assume that student behavior deviations caused by a lack of a sense of responsibility are a problem that must be addressed immediately. Brophy & Good, (1970) explains that the use of appropriate learning strategies or approaches will allow various learning process goals to be easier to achieve. One of the learning approaches that can be used in the teaching and learning process with the aim of developing students' responsible attitudes is the value-based character education approach or value education. Value education is not a separate curriculum that is taught through several subjects but covers the entire educational process. This value planting aims to form character or morals with material related to morality and values in everyday life. By using value education, students are expected to participate and enjoy activities for their own sake, not to get extrinsic rewards, then students reflect in their daily lives. Thus, students who are active and disciplined in following the learning process will be produced, independent and care about the surrounding environment and always try to broaden their horizons with various information.

Responsibility is an attitude of making appropriate and effective decisions, proper means making the best choices within normal social boundaries and expectations that are generally given to improve human relations positively in achieving safety, success and prosperity. Through various educational processes organized by the school, it is expected to be able to overcome the problem of low attitude of responsibility, one of which is through the physical education process.

Students who already have an attitude of responsibility, including: (1) Performing routine tasks without having to be notified; (2) Do not always blame others excessively; (3) Able to make choices from several alternatives; (4) Can concentrate on complex tasks; (5) respect and appreciate the rules. Physical education is a process of educational interaction between teachers and students through physical activity to achieve certain goals that are not oriented to movement and knowledge only, but also to attitudes and values (Sucipto, 2010: 46-47). In order for all physical education goals to be achieved, teachers need to develop and apply various models and approaches in the learning process. One of them is to apply a value education approach. Sastraprateja in Elmubarok (2009: 12) values education is the cultivation and development of values in a person.

Then Mardiatmadja (1986) assumes that value education is an aid for students to realize and experience values and place them integrally in their whole life. There are 5 levels (levels) of attitudes that can be used as reference points for developing student learning experiences, forming awareness and formulating goals, namely: (1) Respecting the rights and feelings of others; (2) Ability; (3) Self-esteem; (4) Helping others; (5) Reflecting on activities outside of physical education. Basically value education has a teaching goal for the purpose of forming character or morals with material concerning morality and values in everyday life. So that in practice the teacher must be able to create a learning environment in such a way that is conducive to instilling good characters. Value education will not have a big impact if it is implemented in a short time because developing individual character must go through a continuous and consistent learning process. The format of the learning plan can follow the pattern of "orientation-reflection-physical activity-reflection" which relates to the issue of direct teaching and peer teaching (Ajar et al., 2020). In this study, researchers will use teaching team games in physical education to encourage students to practice increasing their responsible attitude. Basically, humans are creatures who like to play. Bucher (1983) emphasizes that incorporating elements of play or games in physical education programs is important because it refers to the basic nature of humans themselves. Team games are a classification of games based on the number of players who demand cooperation in a team..

4. Conclusion

This study concluded that (1) State Primary School 21, 22, 29 of Palembang had not used school accreditation as a tool to improve the quality of education. The module of guidance's school accreditation for school's stakeholders should be presented; (2) the results of the development concluded that the module was valid, practical and effective.

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