TRANSFORMATIVE POLICY OF SCHOOL PRINCIPAL IN ESCALATING COMPETITIVENESS
(Multi-case Study in MAN 2 Kota Kediri and SMA Negeri 1 Kedungwaru Tulungagung)

Binti Mualamah[1], Achmad Patoni[2], Asrop Safi'i[3], Maftukhin[4], Akhyak[5], Imam Junaris[6]

[1]Islamic Education Management Doctoral Program of IAIN Tulungagung
[2,3,4,5,6] Islamic State Institute of Tulungagung

Published: 30 April 2021

Abstract

This research is motivated by current education which is gradually more dynamic and competitive along with advances in technology, information and dynamic globalization. The school principal as the main person in charge in an educational institution must have policy as strategy in escalating competitiveness. The challenge for the realm of education today is that it is required to have courage and be innovative in determining transformative policies to be able to survive, compete, contribute, fill in, become a pioneer, and be able to settle all the quaint problems of Indonesia. In spite of different characteristics, the two institutions as the object of this research have an equal position in attaining the objective of national education.

This research applied qualitative approach method with the type of field research which is designed in form of a multi-case study, data analysis: sole and cross-case. Technique for checking the validity of the data in this study includes several elements: dependability, credibility, transferability and confirmability.

From the study result, the researcher concluded that the school principal's transformative policy towards competitiveness enhancement had implication for increasing competitiveness or competitive excellence, i.e.:a) input excellence (PPDB), b) competitiveness process c) superiority of output competitiveness (graduation score), d) eminence of outcome competitiveness (accepted graduates in college), e) superiority of academic and non-academic achievements competitiveness, and f) excellence of institutional achievement.

Keywords: Transformative Policy, School Principal, Competitiveness

A. INTRODUCTION

School principal is a leader of an educational institution who has substantial duties and responsibilities in evolving the quality of all school activities and has policy as a strategy for escalating competitiveness. Transformative policy is closely related to transformative leadership. Transformative policies are carried out by transformative leader who attempt to change existing patterns, values, beliefs and goals, create new policies that encourage greater and stronger commitment, able to perceive current needs of the organization and inspire others to work with long term goals. Principal transformative policies are policies carried out by head of educational institutions that adjust transformative leadership in decision making by doing change-over move, innovation, looking for opportunities and new models in managing educational institutions in positive and constructive direction in order to achieve the objectives of an organization by paying attention to current issues.

Competitiveness is a manifestation of ability to survive in life. School administrators can do a lot of things to escalate it. The steps taken must be adjusted to the living conditions of the community at the school. Each school has its own peculiarities in dealing with and solving problems.

As non-profit institutions, school has goals, duties and responsibilities in implementing educational programs. Since the enforcement of the education decentralization policy, the school has the authority to make policies in carrying out duties and responsibilities. Every school has the freedom and challenges to be independent, so the school must be able to show its existence as a nation and country with noble character, able to serve the needs and demands of the community extensively.

These things cause the school to have competitiveness ability to be in line with the demand from stakeholders.

The process of escalating the competitiveness of education by increasing human resources is an integrated system. School principals are required to think innovatively, creatively, and responsively in escalating the competitiveness of their schools. One of the manifestation is the transformative policy of the school principal. Therefore, the government together with the community is trying to attain that goal. Based on Government Regulation Number 19 of 2005 concerning Education National Standard which include: content standard, process standard, competence standard for graduates, standard for educators and educational staff, standard for facilities and infrastructure, management standard, financing standard, and educational assessment standard.[1]

The researcher decided to undertake research in both educational institutions, MAN 2 Kota Kediri and SMA Negeri 1 Kedungwaru Tulungagung which have uniqueness for conducting in-depth research on the transformative policies of school principals in escalating competitiveness. Both educational institutions are proclaimed as favorite schools by the community, which have excellent work programs in escalating competitiveness as stated in the vision and mission of the school.

According to the author, both of two educational institutions, MAN 2 Kota Kediri and SMA Negeri 1 Kedungwaru are unique based on the overview which led the researcher need to perceive deeper about the transformative policies of the two educational institutions in escalating competitiveness, then the researchers conducted a study entitled Transformative Policies of School Principals in Escalating Competitiveness (Multi-case Study in MAN 2 Kota Kediri and SMA Negeri 1 Kedungwaru Tulungagung), with the main research question: How is the implementation of transformative policies of school principals in escalating competitiveness in MAN 2 Kota Kediri and SMA Negeri 1 Kedungwaru Tulungagung?.

B. LITERATURE REVIEW
1. School Principal's Transformative Policy

In general, there are two categories of policy definition. The first definition emphasizes the impact of action on a policy. Meanwhile, the second definition mention that policy is based on the main aim and objective as the key of policy criteria.[2]

a. The definitions of policy by several experts include: E. Hugh Heelo states that policy is a way of acting to solve problems. Richard Simeon (Richard Simeon) argues that policy is the government responsibility, why is it done.[3] Both experts provide definition by emphasizing the impact of action on policy. Policy is not repetitive daily activities associated with programming or rules, so that executive decision-makers should consider them carefully.[4]

b. Policy has different definition when it emphasizes the aims and objectives. As Game and Pang say, policy includes statement of purpose. The statement could be either one or more broad guidelines and provide framework for implementing plans to achieve common objectives.[5] The goal, principle and rule that guide the organization can also be called strategy. Therefore, the

---

[1] Peraturan Pemerintah Nomor 19 tahun 2005 jo. PP Nomor 13 Tahun 2015 tentang Standar Nasional Pendidikan.
[2] Djoko Widodo, Analisa Kebijakan Publik: Konsep dan Aplikasi Analisis Proses Kebijakan Publik, (Malang: Bayu Media, 2007), 10.
[3] Budi Winarno, *Teori dan Proses Kebijakan Public*, (Yogyakarta: Media Presindo, 2002), 15.
[4] Ibid, 75.
[5] Syafaruddin, Evektivitas Kebijakan ..., 74.

policy includes guidelines throughout the organization.[6] According to Wahab, policy is an action proposed by a person, group or government in connection with the obstacles and looking for opportunities so that the desired goals can be achieved in definite situations.[7] Winarno also says that policy leads to decision by one person or several people to solve a problem.[8]

The term transformative as well as transformative policy in the realm of policy is closely related to transformative leadership. Transformative policies can only be achieved by institutions that apply transformative leadership. Transformative policies are policies carried out by transformative leaders who seek to change existing patterns, values, beliefs and goals, and create new policies that encourage larger and stronger commitments.

There are several characteristics of patterns and behaviors of transformative leadership models, that is:

1) Idealized Influence (Charismatic Influence), transformative leader has a great influence on his subordinates / employees, has charisma and can be a role model for his work team.

2) Inspirational Motivation (providing inspiration and motivation), transformative leader is able to inspire by always prioritizing the values of the company's work culture, and implanting an inspiring vision through symbols so that he can play a role among his colleagues as an encouragement for team work, enthusiasm and optimism

3) Intellectual Stimulation (the ability to encourage members to always be creative and innovative), a transformative leader who is able to provide direction, counseling, guidance as far as encouragement like a teacher who teaches well and provides support for students to achieve goals.

4) Individualized Consideration, a transformative leader is a leader who has intellectual, emotional intelligence and understands the character of his members so that he can influence his followers to perceive problems with clear perspective and awareness.[9]

Based on the explanation above, it can be concluded that transformative policies are policies carried out by institutions that apply transformative leadership and have transformative leaders who have characters including creativity, team orientation, respect, coaching, responsibility, recognition that seeks to change patterns, values, existing beliefs and goals, which are directed to targets and means, whose products must be normative, empirical, evaluative, and predictive of creating new policies that encourage larger and stronger commitments.

2. Competitiveness Escalation

Simply, competitiveness can be interpreted as the ability to show better, faster or more meaningful results".70 At large, Tumar Sumihardjo, as quoted by Kuncoro, states that competitiveness is: "the word 'daya' in the sentence of daya saing means strength, and the word 'saing' means achieving more than others, or different from others in terms of quality, or having certain advantages.

---

[6] Ibid. 76.

[7] Sholichin Abdul Wahab, Analisis kebijakan: dari Formulasi ke Implementasi Kebijakan Negara, (Jakarta: Bumi Aksara, 1991), 13.

[8] Budi Winarno, Teori dan Proses..., 15.

[9] Bernard M. Bass, Transformational Leadership: Industrial, Military, and Educational Impact, (Mahwah, New Jersey: Lawrence Erlbaum Associates, Publishers, 1998), 21.
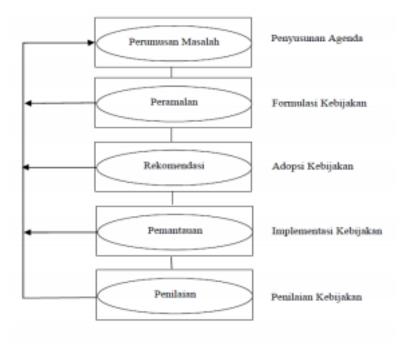
This means that daya saing (competitiveness) can be implied as the strength to make efforts to be excellent in particular things that are done by certain person, group or institution."[10]

Competitiveness can also be interpreted as the ability to show better, faster and more meaningful results than what other parties have achieved. The ability in this case includes the ability to strengthen market position, the ability to build relationships with the environment, the ability to improve environmental performance, the ability to improve performance endlessly, and the ability to get a profitable position, as explained by Tumar Sumihardjo.[11]

In the Islamic concept, the term competition can be extracted from the source of Islamic law, the verses of the al-Qur'an and al-Hadith. There is the term Musabaqah as stated in surah al Baqarah verse 148 and al Mukminun verse 61.

$$\text{وَلِكُلٍّ وِجْهَةٌ هُوَ مُوَلِّيهَا ۖ فَاسْتَبِقُوا الْخَيْرَاتِ ۚ أَيْنَ مَا تَكُونُوا يَأْتِ بِكُمُ اللَّهُ جَمِيعًا ۚ إِنَّ اللَّهَ عَلَىٰ كُلِّ شَيْءٍ قَدِيرٌ}$$

"And for each ummah there is its (own) qibla which it faces to it. So compete (in making) goodness. Wherever you are, Allah will gather you all (on the Day of Resurrection). Indeed, Allah has power over all things (Surah Al-Baqarah: 148)".[12]

The policy process described by William N. Dunn is as follows:[13]

B. RESEARCH METHOD

This research belongs to field research that using qualitative approach. First, it emphasizes the meaning of phenomena, event, and community behavior which are the subjects of the education

---

[10] Kuncoro, Leradership sebagai Primary Forces Dalam Competitive Strength, Competitive Area, Competitive Result Guna Meningkatkan Daya Saing Perguruan Tinggi dalam Management Corporate dan Strategi Pemasaran jasa Pendidikan, (editor) Buchori Alma dan Ratih Harriyati, (Bandung; Alfabeta, 2008)

[11] Ibid, 11.

[12] Departemen Agama RI, Al-Qur"an Terjemah Al Kariim, (Jakarta: PT. Panca Cemerlang, 2010),

[13] William N. Dunn, Pengantar Analisis…, 25.

administrator and its own institutions. The phenomena, event and behavior examined in this study are decision-making process, including how to formulate agendas; formulate, adopt, implement policies; and evaluate transformative policies of school principals to escalate competitiveness. Second, researching the implications of the school principal's transformative policies on escalating competitiveness is complicated and requires in-depth understanding (Verstehen) and holistic explication. Third, this qualitative research is subjective so that the researcher has independency to express his own perspective (etic perspective) in order to interpret the data extracted by using the emic perspective concerning the school principal's transformative policy in escalating competitiveness in MAN 2 Kota Kediri and SMA Negeri 1 Kedungwaru Tulungagung.

This research applied a multi-case study design by considering scientific conditions, which examines in detail several cases related to the transformative policies of school principals, that is conducting case studies on two sites that have different characteristics. In this research context, the selected educational institutions are MAN 2 Kota Kediri and SMA Negeri 1 Kedungwaru Tulungagung.

C. RESULTS AND DISCUSSIONS

This chapter will discuss the transformative policies of school principals in escalating competitiveness. The discussion is based on the field findings by using theory as keen analysis so that the results can later be used as reinforcement, comparison or antithesis to existing theories. In this section, in-depth discussion is associated with the following research questions:

Arrangement of the School Principal's Transformative Policy Agenda in Escalating Competitiveness Based on the research findings from the differences in case 1 and 2, from each question indicator, the final results of the study can be outlined in detail. The final results of the study show that the arrangement of agenda involves the school committee, teachers, and the learning management control team by conducting SWOT analysis in planning, carrying out academic and non-academic policies, and developing infrastructure. Furthermore, the issue that becomes a problem is made priority in the arrangement of the policy agenda.

This goes along with Fahmi's opinion, that SWOT analysis as an assessment tool will produce extravagant data accuracy if it considers external and external aspects accurately.[14] By identifying external and internal factors and displaying them in the SWOT matrix, both sites reinforce Rangkuti's opinion which states that internal and external identification can produce movements in determining strategies related to achieving the vision and mission, goals, strategies and policies of educational institutions.[15]

School Principal's Transformative Policy Formulation in Escalating Competitiveness Based on the research findings from case 1 and 2, the school principal's transformative policy formulation in escalating competitiveness begins with the policy formulated based on the results of the SWOT analysis which are embodied in the vision and mission. The vision and mission are prepared in accordance with the national education standards. Furthermore, working meeting was held to follow up on policy formulations made with an agenda of discussing program formulation in the job description, program implementation, monitoring and improving the implementation of policies carried out.

---

[14] Irham Fahmi, *Pengantar Manajemen Keuangan* (Bandung; Alfabeta, 2013).
[15] Freddy Rangkuti, *Analisis SWOT Teknik Membedah Kasus Bisnis* (Jakarta: PT. Gramedia, 2004).

The findings of the two sites regarding policy formulation indicate several things. First, the process of arranging policy formulation has shown characteristic of public policy, i.e. the extent of policies made are easy to understood and have explicit standard of achievement.[16]
Second, the formulation of policies is not formulated by the school principal, but involves many parties (stakeholders) in responding to demands for change which is the priority of the school principal. Third, through an analysis of the policy formulation, it shows that the two principals have implemented good policy formulation process by meeting the main criteria for good policy that is the policy formulation does not lead to detailed decisions or only creates certain environment and the formulated policy is a problem solving formula or situations that arise over and over.[17]

School Principal's Transformative Policies Adoption in Escalating Competitiveness Based on the research findings of case 1 and 2, the adoption of transformative policies of school principals in escalating competitiveness begins with proposal of escalating competitive program from related parties which is an explication of the vision and mission accommodated to be discussed at the annual meeting. Then, the decisions at the meeting work is legitimized in a work program.
The involvement of all stakeholders in the adoption of policies that are implemented in the determination of the competitiveness program shows that all parties in the organization of the two sites implement supportive relationship characterized by open, friendly, and full of trust relation.[18] Based on the characteristics above, when referring to Likert's leadership style, the leadership of the two sites has in common, especially in building open, friendly and trusting relationships between superiors (leaders) or subordinates.[19]

Furthermore, existing programs that are still relevant are maintained and implemented as programs. Then, the vision and mission embodied in the annual work program are proclaimed and disseminated through physical and online media, meeting forum, classroom learning, ceremonies and other non-formal meetings with full honesty and transparency.
This is in line with the findings of Di Micco et al which stated that an organization struggles to provide appropriate resources to its employees, especially new employees by using the important role of internal social media applications. Moreover, social media also facilitates relationship building, open communication and information sharing.[20]

Implementation of School Principal's Transformative Policies in Increasing Competitiveness

Policy implementation is the activities undertaken to implement policy and becomes guideline of the success of a policy. Based on the research findings of case 1 and 2, the implementation of the school principal's transformative policy in escalating competitiveness includes: recruiting prospective students, implementing the 2013 curriculum, organizing semester credit system (SKS), implementing local content curriculum, developing content of literacy, organizing ma'had/ boarding programs, implementing full day school, organizing scouting education, organizing exam simulation, Computer-Based National Examination (UNBK), coaching pre-national exams and SNMPTN, organizing programs to improve the quality and performance of teacher and education staff, further study

---

[16] Riant Nugroho, Kebijakan Publik di Negara-Negara Berkembang (Yogyakarta: Pustaka Pelajar, 2014), 47.
[17] Ibid., 49.
[18] Husaini Usman, Manajemen : Teori, Praktik, dan Riset Pendidikan (Jakarta: Bumi Aksara, 2011), 270.
[19] Ibid.
[20] J. DiMicco et al., "Motivations for Social Networking at Work," in Proceedings of the CSCW'08 November 8–12 (San Diego, California, USA, 2008), 8–12.

guidance for students by mapping the competitiveness and quota of higher education, coaching extracurricular activities, capacity development programs and motivation for Human Resources (HR) commitment, implementing school operational cost policies and supporting costs, enforcing policy of levying funds for improving the quality of education, completing educational facilities and infrastructure, optimizing online-based services, enforcing learning innovation policies to support the 2013 curriculum, organizing community-based religious programs in schools, civilizing consistent discipline and exemplary, instilling religious values through Islamic culture and religious activities, establishing harmonious relationship with moral touch to all school members, implementing school based management, establishing harmonious relationships and providing thorough services to stakeholders, cultivating and habituating Islamic traditions, and building and developing networking networks.

There are some similarities to the two institutions regarding programs related to competence and competitiveness reinforcement of students, teaching staff and the facilities and infrastructure of the two sites: organizing computer-based national exam (UNBK) simulations, capacity development programs and motivation for human resource commitment (HR) for teaching and educational staff, complement and improve educational facilities and infrastructure, optimization of online-based services (online). The three programs indicate that the two institutions are trying to transform all school components including human resources and facilities in facing the challenges of the 4.0 industrial revolution era through the transformation of the 2013 curriculum system and the SKS system. Both sites in Gleason's perspective have led to investment efforts in developing capacity in the areas of data and connectivity, analytics and intelligence, conversion to the physical sphere and human-machine interaction to gain the best of 4.0 industry technology.[21]

Evaluation of School's Principal Transformative Policies in Escalating Competitiveness Based on the findings of the research from case 1 and 2, the evaluation of the school principal's transformative policy in escalating competitiveness was carried out through regular meetings, monthly performance reports and direct observation of program / policy implementation. Evaluation meetings are held in order to find solutions to policies that have been implemented and formulate new policies for policies that are considered less attractive / successful, maintain policies that attract stakeholder interest and are in accordance with the vision and mission, measure the competitiveness of schools through public interest in sending their children to these schools.

This is in line with Nugroho's opinion that policy evaluation after a policy is implemented with the aim of assessing the effectiveness, efficiency and appropriateness of part or all of the policy elements to determine school policy continuity in the following year.[22]

Implications of School Principal's Transformative Policy towards Competitiveness Escalation
The research findings in two locations related to the implications of transformative policies of school principals on escalating competitiveness shows that:
1. Excellence of Input (PPDB)
Based on student input, new student selection is implemented through the achievement and regular way which carried out strictly resulting in excellent PPDB input build upon determined criteria

---

[21] N.W. Gleason, "Higher Education in the Era of the Fourth Industrial Revolution," Higher Education in the Era of the Fourth Industrial Revolution (2018): 1–229.
[22] Riant Nugroho, Public Policy (Jakarta: Elex Media Komputindo, 2009), 48.

in accordance with national education standards. In terms of quality, PPDB input students have excellent academic and non-academic achievements in their original schools.

2. Excellence of Process

Process improvement which carried out according to standards by taking notice that quality of the teaching and learning process is increasing along with the implementation of the 2013 Curriculum and SKS, increasing the competence of teachers with S-1 and S-2 qualifications, supported by proper facilities and infrastructure improvement, methods and representative

learning resources so that qualified output both academically and non-academically could be produced, led by trustworthy and reliable madrasah / school principal who is able to carry out multi-roles, provide optimal service to stakeholders as well as stakeholder involvement and reliable, excellent school environment and culture, and expansion of the cooperation network.

3. The superiority of output competitiveness (passing grade)

The superiority of the output competitiveness is proven by the very satisfactory score of the test results and the student's passing 100 percent.

4. The excellence of outcome competitiveness (graduates are accepted in higher education).

Uptake of accepted graduates at favorite public state/ religious universities and reputable private universities.

5. Competitiveness excellence of academic and non-academic achievements.

Enhancement of educational outcomes with the following indicators: academic achievements include final exam scores, achievements in the national science olympiad (OSN), and achievements in the Olympics / Musabaqah for Religious Sciences and non-academics include winning competitions at the regency, provincial, national and even international levels.

6. Excellence of institutional achievement.

The excellence of institutional achievement is proven by obtaining institutional recognition and becoming school with an A accreditation title.

The key to success of the two institutions in escalating competitiveness is the compatibility of six aspects of competitiveness escalation that are pursued, namely the quality of students, teachers, facilities/facilities and infrastructure, leadership, organizational management, stakeholder participation, school culture and environment, and collaboration networks with three generic aspects of Porter i.e. cost advantage, differentiation and segmentation. Based on Porter's three generic strategies, the three strategies which are applied together in a series of transformative policies cause the two sites institutionally outperform other educational institutions and enlisting recognition from credible official authorities.[23]

D. CLOSING

The school principal is a leader of an institution, the progress and development of an institution is his duty and responsibility, a figure who has a great role and responsibility in enhancing school competitiveness. The success of schools in escalating competitiveness is closely related to the effectiveness and efficiency of a school principal. In escalating the competitiveness of education, a professional and responsible leader figure is required. The school principal must devote his concern to students and the assumptions of parents and society about the institution. Transformative policies carried out by school principals are one of the factors that can escalate competitiveness.

---

[23] Michael E. Porter, Strategi Bersaing…, 15.

E. REFERENCES

[1] Bass, Bernard M., and Ronald E.Riggio. Transformational Leadership (2nd Ed.). New Jersey: Lawrence Erlbaum Associates, 2006.

[2] Departemen Agama RI. Al-Qur'an Dan Terjemah…. Surat Al Baqarah Ayat 186, Hal. 45, n.d.

[3] DiMicco, J., D.R. Millen, W. Geyer, C. Dugan, B. Brownholtz, and M. Muller. Motivations for Social Networking at Work. In Proceedings of the CSCW'08 November 8–12. San Diego, California, USA, 2008.

[4] Fahmi, Irham. Pengantar Manajemen Keuangan. Bandung; Alfabeta, 2013.

[5] Gleason, N.W. Higher Education in the Era of the Fourth Industrial Revolution, Singapore: Palgrave Macmillan, 2018.

[6] Kuncoro, Engkos Achmad. Leadership Sebagai Primary Forces Dalam Meningkatkan Daya Saing Perguruan Tinggi. Binus Business Review 2, no. 1 (2011): 14–30.

[7] Nugroho, Riant. Kebijakan Publik di Negara-Negara Berkembang. Yogyakarta: Pustaka Pelajar, 2014.

[8] Peraturan Pemerintah Nomor 19 tahun 2005 jo. PP Nomor 13 Tahun 2015 tentang Standar Nasional Pendidikan.

[9] Porter, Michael E., Strategi Bersaing (Competitive Strategy). Tangerang: Karisma Publishing Group, 2008.

[10] Rangkuti, Freddy. Analisis SWOT Teknik Membedah Kasus Bisnis. Jakarta: PT. Gramedia, 2004.

[11] Syafaruddin. Evektivitas Kebijakan Pendidikan, Konsep, Strategi dan Aplikasi Kebijakan Menuju Organisasi Sekolah yang Efektif. Jakarta: Rineka, 2008.

[12] Usman, Husaini. Manajemen: Teori, Praktik, dan Riset Pendidikan. Jakarta: Bumi Aksara, 2011.

[13] Wahab, Solichin Abdul. Analisis Kebijakan: dari Formulasi ke Bentuk Kebijakan Negara. Jakarta: Bumi Aksara, 1991.

[14] Widodo, Djoko. Analisa Kebijakan Publik: Konsep dan Aplikasi Analisis Proses Kebijakan Publik. Malang: Bayu Media, 2007.

[15] William N. Dunn. Pengantar Analisis Kebijakan Publik Edisi Kedua. Yogyakarta: Gajah Mada University Press, 2003.

[16] Winarno, Budi. Teori Dan Proses Kebijakan Publik. Yogyakarta: Media Presindo, 2002.