

## Principal Placement System in Sinjai District

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### Abstract:

This research aims to analyze the principal placement system in Sinjai Regency. This research is also included in field research, which is research by going directly to the research location. This research uses a qualitative approach. The writer in Sinjai District Education Office conducted this research. In conducting research, researchers used research instruments, which included: (1) interview guidelines, (2) observation sheets, and (3) document notes. In this study, data collection techniques will be used: 1) Observation, 2) Interview, 3) Documentation. The data analysis technique was carried out entirely descriptively. The results showed that the principal placement system followed the Regent of Sinjai Regency Regulation Number 35 of 2019 concerning Appointing School Principals' Procedures. It is just that in the implementation of school principals' placement, there are still several things that are not in accordance with the path or period to become a school principal.

**Key Word:** Keywords: Placement system, Principal.

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### I. Introduction

As an educational institution, school is a complex social system. The complexity of the school as a unit of the education system requires the existence of a professional school principal, namely the Principal who is competent in compiling a systemic school development plan; qualified in coordinating all system components so that they can form an integrated school as a practical learning organization,

qualified in mobilizing all school personnel so that they sincerely work hard for the achievement of school institutional goals; limited in developing teachers' professional abilities so that they are increasingly skilled in managing the learning process; and competent in monitoring and evaluation so that not even one component of the school system does not function optimally, because any one of the members of the school system that does not work optimally will interfere with the implementation of the functions of the other components.

Education has an essential role in realizing the nation's ideals because education is carried out to educate the nation's life. The purpose of education is a final formulation of a learning process expressed in the form of abilities, knowledge, and attitudes that have followed the process. Education has made many of these innovations, including improving the curriculum, procuring textbooks and reference books, improving teacher education quality, improving education management, increasing human resources through school principals' appointment, appointing assisting teachers and contract teachers, and providing scholarships for economic students. Weak and expanding the learning process from a quarterly system to a semester system. The main problem that is experienced now and in the future is an indication that the responsabilization tends to be mostly in schools. Because school is a formal education unit which has the main responsibility for developing students' attitudes, knowledge and skills according to their talents and interests, therefore, in placing the Principal as a leader in the school, he must have the expertise to lead the school according to the competencies possessed by the Principal, in this case, the Principal, as the driving force of educational institutions, especially in schools.

The education system has the following characteristics:

- (1) The education system consists of units and activities, which are interrelated,
- (2) The education system has the objectives,
- (3) The education system consists of students, teachers, parents of students, principals. Administrators, and society,
- (4) The education system has an organizational structure of tasks and functions as well as programs,
- (5) The education system interacts and influences each other with various other methods,
- (6) The education system interacts with various environments,
- (7) The education system is an open, living and normative abstract system. (Atmodiwirjo 2001: 146)

Based on the characteristics of the education system, it is clear that schools are greatly influenced by educational personnel, including principal factors. The Principal is not just a position but a professional career (Reber 1983: 23). The professional career in question is a position that demands expertise to carry out its obligations and duties efficiently. Therefore, as the leader of an educational institution and an administrator, the Principal is required to have a set of managerial knowledge, skills, and abilities. Given the very importance of principal recruitment analysis through task analysis of carrying out a selection of a person in a position in each agency, especially educational institutions, the authorized officials must be able to make efforts to make it happen. This manifests to eliminate subjectivity, collusion and nepotism and promote the quality of work that is being promoted.

With the existence of "job analysis", the required personnel qualifications can be listed. Even though task analysis is a must for every agency, not all agencies have implemented it correctly in filling in job formation. This is the case with the Education and Culture Office of Sinjai district. Based on the results of observations, there are still gaps in the recruitment analysis through the selection of primary school principals. The inequality referred to, among others, is that the appointment of a school principal is still not in accordance with the competence possessed by the Principal; the appointment of a principal is always based on a kinship approach. Proposing prospective school principals be selected at the district level does not go through a peer-reviewed analysis and systematically examines the candidates' abilities, besides that they also do not pay attention to the requirements of being a good leader, the appointment of school principals is only in the form of referencing not through the candidate selection for school principals.

The facts on the Recruitment of school principals in Sinjai district can be identified as follows:

- a) the implementation of good Recruitment is expected to have schools of educators and education personnel in accordance with the qualifications set by the school.
  - b) lack of competence in every task that they carry.
  - c) inadequate recruitment planning so that often failures occur in achieving school goals.
  - d) Principles The placement of teaching staff is carried out based on the principles of being open, free, objective, and fair and equal without discrimination.
- Starting from the above background, the researchers felt the need to research the system for placing school principals in Sinjai Regency.

## **II. Literature Review**

### **A. Recruitment And Recruitment Methods**

Human resources are essential resources in an organization or Company. Every organization needs humans to operate it. To get a workforce that suits their needs, a Human Resource Management process called Recruitment is needed. Recruitment is the process of finding and attracting qualified applicants to be selected as employees according to the required positions. This Recruitment Process begins with looking for potential applicants and ends with submitting job applications for applicants to the recruiting organization. After Recruitment, the next process is selecting job applicants until they are selected as employees to fill the required positions.

The following are some of the definitions or understanding of Recruitment according to the experts.

□ Definition of Recruitment according to Robert L. Mathis (2011: 207), Recruitment is the process of producing a group of applicants who meet the requirements for the job.

□ Definition of Recruitment according to Soekidjo Notoadmodjo (2003: 130), Recruitment is a process of finding and binding prospective workers who have the ability according to the planned needs of an organization.

This recruitment process is carried out when there is a department that requires new employees, it can be due to employees who have stopped working, or there are new jobs to be done and require additional employees. Recruitment of employees to fill positions that are still vacant can be done through two sources, namely internal Recruitment and external Recruitment.

Two methods can be used in Internal Recruitment, namely the closed technique, which asks managers to propose employees to be promoted or rotated and the open method, which announces vacant positions through internal company advertisements.

Demotion or demotion is rarely carried out by companies unless the employee is completely unable to carry out the currently assigned workload or has violated company regulations which resulted in a demotion.

Benefits of Internal Source Recruitment

1. Increase morale.
2. Selecting errors are rare.
3. Encourage employee loyalty to the Company.
4. Not hasty/careless in making decisions.
5. More efficient training costs.
6. Encourage self-development in employees.

#### Weaknesses of Internal Source Recruitment

1. There may be an insufficient number of qualified people in the Company.
2. Generally, seniority is one of the considerations in promotion so that employees who are truly capable do not have the opportunity to fill vacant positions.
3. People who are more capable than externals are not allowed to join the Company.
4. For positions that require creative and innovative, this internal source of Recruitment is challenging to find suitable employees.

External Recruitment is the Recruitment of companies outside the company environment (external to the Company). All companies require recruiting from the external environment if there are no employees within the Company suitable to fill the required positions. External Recruitment is also needed if a company expands its business, which causes the need for labour to increase. The Company's external environment in question can be in the form of companies providing work, the general public, educational institutions, and government agencies.

#### Advantages of External Recruitment

1. Can get a suitable person for the job.
2. Bringing new ideas and techniques.
3. Suitable for companies that are growing and require many new workers.

#### Weaknesses of External Recruitment

1. Can reduce morale at existing employees.
2. Causes less cohesion between new workers and old workers.
3. Requires advertising costs to the media, testing and interviews.

#### A. Principal

##### 1. Definition of Principal

Principal comes from two words, namely "Principal" and "School". The word head can be interpreted as chairman or leader in an organization or institution. Meanwhile, the word school is defined as an institution where it is a place to receive and give lessons. In short, the Principal can be interpreted as the leader of a school.

(Wahjosumidjo, 2005) defines the Principal as a functional teacher who is given the task of leading a school where teaching and learning processes are held or a place where there is the interaction between the teacher who gives lessons and students as recipients of lessons.

From the above definition, simply the definition of the Principal is a functional teacher who is given the task of leading a school where a teaching and learning process is held or a place where there is the interaction between the teacher who gives lessons and students who receive lessons.

According to Mulyasa (2007: 24), the definition of the Principal is one of the components of education that has the most role in improving the quality of education. The school principal is responsible for the implementation of education, school administration, coaching other education personnel, utilizing and maintaining facilities and infrastructure, as well as being a supervisor at the school he leads. When viewed from the teacher's requirements to become a school principal, the Principal can be said to be a career ladder from a functional teacher position.

In Mulyasa (2007: 25), the Principal is responsible for micro education management, which is directly related to the learning process. The school management is the responsibility of the Principal and teachers. However, in achieving success in school management, the participation of parents and students also supports that success. In addition, the achievement of success, this management must be supported by the attitude of the pattern and the ability of the Principal in leading the educational institution, which is his responsibility.

It is hoped that the leadership of the Principal can create conditions that allow for the birth of a harmonious and conducive working climate and human relations. This means that all components of education in schools must be developed in an integrated manner in order to increase the relevance or suitability of the quality of education.

From the opinions of a number of experts above, it can be concluded that the definition of a school principal is a teacher who has additional duties as a school principal even though the teacher who gets the additional assignment of the Principal is the person most responsible for the application of innovative educational administration principles in schools.

##### 1. Principal Based on Regulation of the Minister of Education and Culture Number 6 of 2016

The Principal is a functional teacher who is assigned the task of leading a school as a place for the teaching and learning process to be held or a place for interaction between teachers who give lessons and students who

receive lessons. In schooling institutions, school principals are not those who happen to have good fortune, let alone accidentally recruited into that position, with a performance that is completely rigid and barren.

From the above explanation, it can be concluded that the position of the Principal will determine the direction of an institution in achieving educational goals. The Principal is the regulator of the existing programs in the school. Because later, it is hoped that the Principal will bring the work ethic of the teacher and be able to build a school culture in improving the quality of learning.

In accordance with the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 6 of 2018 concerning the Assignment of Teachers as Principals of Elementary School, Junior High School, Vocational High School. It has been explained that teachers can be assigned duties as school principals to lead and manage schools in an effort to improve the quality of education. Teachers are educators professionals with the main task of educating, teaching, guiding, directing, training, and assessing and evaluating students in early childhood education through formal education, basic education, and secondary education.

The Principal is a teacher who is assigned the task of leading and managing an education unit which includes Kindergarten, special Kindergarten, elementary school, special elementary school, junior high school, special junior high school, senior high school, vocational high school, special high school, or Indonesian schools abroad.

Teachers can become prospective school principals if they meet the following requirements:

1. Have an academic qualification of at least a bachelor's degree or diploma four from a tertiary institution and the lowest accredited study program B.
2. Have an educator certificate.
3. For Civil Servants having the lowest rank of Administrator, room class III / c.
4. Teaching experience of at least six years according to the type and level of each school, except in Kindergarten having at least three years of teaching experience.

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4. Teaching experience of at least six years according to the type and level of each school, except in Kindergarten having at least three years of teaching experience.
5. Have a "teacher work performance appraisal with the lowest as "good" as the title" for the last two years.
6. Have managerial experience with tasks that are relevant to school functions for at least two years.
7. Physically, mentally healthy, and free of drugs based certificate from a government hospital.
8. Have never been subject to moderate and/or severe disciplinary penalties in accordance with the provisions of laws and regulations.
9. Not currently a suspect or never been convicted.
10. Be at a maximum of 56 years old at the time of the first appointment as a school principal.

The district/city provincial office, according to its authority, prepares projections for the needs of school principals in education units organized by local governments for a period of five years, specified for one year. Provincial, district/city offices also coordinate with education providers organized by the community to compile projections for the needs of school principals in education units organized by the community for a period of five years, broken down by one (1) year. Provincial, district/city offices or education providers organized by the community need to prepare prospective school principals to participate in training for prospective school principals based on projected needs.

Preparation of prospective school principals in education units organized by local governments and communities is carried out in the following three stages:

1. Proposing prospective school principals.
2. Selection of prospective school principals.
3. Education and training of prospective school principals.

Proposal of prospective school principals in the education unit is carried out by:

1. The Principal may propose a teacher in his education unit to become a candidate for a school principal to the head of the provincial district/city education office in accordance with their authority.
2. Teachers in educational units that meet the requirements can apply to participate in the selection of candidates for head of school for the provincial, district/city offices after receiving a recommendation from the Principal of the base administration unit where the teacher is assigned.

Administrative selection is a document assessment, including:

- a. Photocopy of academic qualification diploma.
- b. Photocopy of educator certificate.
- c. Photocopy of letter of rank and last position for teachers appointed by the local government.
- d. Photocopy of appointment decisions or work agreements for teachers who are not civil servants in education units run by the community.
- e. Certificate of teaching experience issued by the education unit.
- f. Photocopy of results of employee performance appraisal in the last two years.
- g. Photocopy of decree or certificate related to managerial experience with assignments relevant to school functions.
- h. Certificate of physical, spiritual, and drug-free health issued by a government hospital.
- i. A certificate has never been subject to moderate and/or severe disciplinary punishment from a superior or competent official.
- j. The statement letter is not currently a suspect or has never been a convict.
- k. A letter of recommendation from the Principal or leadership of education providers organized by the community.

## 2. Substance selection

Substance selection is carried out after prospective school principals pass the administrative selection. Substance selection is a leadership potential test conducted by the School Principal Development and Empowerment Institute. The School Principal Development and Empowerment Institute convey the results of the substance selection to the provincial, district/city education offices or education providers organized by the community who nominate prospective school principals.

Education and training for prospective school principals are followed by prospective school principals who have passed the substance selection. In terms of implementing education and training, LPPKS may cooperate with other institutions that provide education and training with the approval of the Director-General. The education and training of prospective school principals are financed by the government, local government, the community, or other legal and non-binding sources.

Prospective school principals who are declared to have passed the education and training of prospective school principals will be given a certificate of completion of education and training for prospective school principals signed by the director-general. Prospective school principals who fail to pass will be given the opportunity to re-participate in the education and training of prospective school principals at most two times.

The appointment of school principals is carried out for prospective school principals who already have a certificate of completion of education and training for prospective school principals. The process of appointing prospective school principals is carried out by civil servant guidance officials or leaders of educational units organized by the community in accordance with their authority after receiving a recommendation from the school principal appointment team.

The assignment of school principals to educational units is carried out periodically. Each period is carried out in a period of four years. After completing the assignment in the first term, the Principal may be extended his assignment for a maximum of three periods or a maximum of 12 years. Assignment of the Principal of the first period to the same base administration unit for at least two years and a maximum of two periods or eight years. If the results of the work performance assessment do not reach the lowest level of "good", the principal concerned cannot be extended his tenure. Principals whose tenure is not extended can be re-assigned as teachers. After completing assignments in the third period, the Principal can be extended for the fourth period after going through a competency test.

### **III. Research Methods**

This research is also included in the type of field research (field research) which is research by going directly to the research location. This research uses a qualitative approach. The qualitative approach is where it aims to describe a phenomenon in accordance with the research problem in detail, detail and depth. As said, a descriptive study is a comprehensive, intense, detailed and in-depth study and is more directed as an effort. Thus, the type of research chosen is 'qualitative' research, which is research that prioritizes data that is quality, subjective, and with the ontological assumption that reality is social or plural, so this research automatically seeks clarity of variables. Researchers will propose (what) to dig further information. The nature of this research is creative, flexible, open, and all sources are considered important sources of information.

This research was carried out at the Sinjai Regency Education Office, which is one of the most advanced institutions and has applied the Sinjai Regent Regulation Number 35 of 2019 concerning procedures for appointing the School Principal and the Sinjai Regency Education Office to implement the Recruitment and selection of the head of the education unit in Sinjai Regency. The data source in the study is the subject from which the data was obtained. Research subjects or respondents are parties who are used as samples in a study.

Research subjects in the research to be carried out are:

- a. Head of the Sinjai District Education Office.
- b. Head of the Teacher and Education Personnel Division.
- c. School Superintendent.
- d. Principal of SMP Negeri 8 Sinjai Regency, whose information will be extracted about what its role, is like through the Regional Government Policy in Recruitment of Heads of Education Units in Sinjai Regency.
- e. Educators are informants in supporting this research.
- f. Education Personnel.

In conducting research, researchers used research instruments, which included: (1) interview guidelines, (2) observation sheets, and (3) document notes. In this study, the data collection techniques that will be used are as follows:

- 1) Observation, 2) Interview, 3) Documentation

The data analysis technique was carried out completely descriptively. In qualitative research, data analysis implies that the data is organized logically and systematically, carried out continuously since data collection in the field until the entire research process is completed, as well as the researcher himself as the main instrument, who from the start must stay in the field interacting with the background and subject, namely; 1) Analysis before in the field, 2) Analysis during the field, 3) data analysis with the evaluation research model used in recommending policies for the appointment of education school principals in Sinjai Regency,

### **IV. Research Result**

Principal Placement System in Sinjai Regency

The process of placing prospective school principals (SMPN) in Sinjai Regency is a follow-up to the recruitment and selection process. The placement of prospective school principals is carried out by related technical agencies, namely the Sinjai District Education, Youth and Sports Office and the Sinjai District Civil Service Agency, for prospective school principals who have passed the selection, both written tests and interviews. The placement of prospective school principals coincides with the issuance of a Decree carried out by the Sinjai Regency Regional Civil Service Agency.

The factors that form the basis for the placement of school principals include the value of the prospective school principal test results, performance scores, personality, and place of residence. This is in accordance with the opinion of Sulistiyani (2003), which states that placement is a policy taken by the leader of an agency or the personnel department to determine whether an employee is still permanent or not placed in a position or position based on the consideration of certain expertise, skills or qualifications. The process of issuing a decree for a prospective school principal in Sinjai Regency, with the following details:

- (1) The documents for the prospective school principal are submitted by the Education, Youth and Sports Office of the Sinjai Regency to the Regional Civil Service Agency,
- (2) Regional civil service agency examines the completeness of the file, and if it has been declared complete, then forwarded it to the Baperjakat of Sinjai Regency,
- (3) The Baperjakat shall hold a session to determine which candidates will be appointed/appointed as a school principal,
- (4) Candidates who have been approved by the Baperjakat session will be issued a decision letter for their determination by the Regional Civil Service Agency, which is signed by the Regent.

(5) After the decree has been signed by the Regent, the Regent makes a recommendation to the Head of the Education, Youth and Sports Office of Sinjai Regency through the Regional Civil Service Agency to immediately carry out the inauguration.

The mechanism for the inauguration of the head of SMP Negeri in Sinjai Regency is as follows:

- (1) The Regent provides recommendations to the Head of the Education, Youth and Sports Office of the Sinjai Regency to carry out the inauguration,
- (2) The Sinjai Regency Education, Youth and Sports Office coordinates with the Regional Civil Service Agency regarding technical guidelines for the inauguration of school principals,
- (3) The Head of the Education, Youth and Sports Office of Sinjai Regency implements the inauguration of the School Principal.

After completing the inauguration activity carried out by the Sinjai Regent or the Head of the Sinjai Regency Education, Youth and Sports Office, it is followed by a handover ceremony between the old school principal and the new school principal witnessed by the Head of the Sinjai Regency Education, Youth and Sports Office and Head of related fields within the Education, Youth and Sports Office of Sinjai Regency. Furthermore, physical handovers were also carried out in each school between old and new officials, which was attended by school supervisors (Junior and Senior high School) and the teacher councils at each of these schools.

Based on the description, the issuance of the Decree and the inauguration of school principals (SMPN) in Sinjai Regency through stages or administrative procedures organized by the Sinjai District Education, Youth and Sports Office, Regional Civil Service Agency, Baperjakat, and Sinjai Regent. It is just in the implementation of the placement of school principals, there are still several things that are not in accordance with the path or period to become a school principal. As the Principal of SMP Negeri 1 Sinjai, for example, from his experience background, the Principal is only mostly involved in junior high school level, while experience at the vocational level school is still lacking. This is the view of researchers; there are still elements or political influence or elements of the lack of human resources who dare to become principals at the junior high school level. For this reason, the junior high school management is different from SMA level school management. In addition, at SMP Negeri 2 Sinjai, the Principal has only a sociology background and has no experience of being a school principal, immediately becoming a junior high school principal is a big question mark why it is to instances to be appointed as a junior high school principal. As well as the Principal of SMP Negeri 5 Sinjai, the placement of the Principal in the school needs to be reviewed by the local government (the Sinjai District Education, Youth and Sports Office, the Regent, Regional Civil Service Agency) because there may be some that are still feasible. This, for the placement of school principals, is too forced; there are even elements of politics and other elements of influence.

Coaching activities for school principals (Junior high School) in Sinjai Regency need to be carried out to improve performance and provide motivation to school principals so that they can be implemented in carrying out their main tasks and functions in order to improve the quality of learning, which in turn will improve the quality of graduates in the school. Coaching the school principal is a shared responsibility between the government starting from the Sinjai Regent, the Head of the Education Officer, the Head of the Regional Civil Service Agency, the Head of Section / Field, Head of Section, and School Supervisors (Junior High School) within the Education, Youth and Education Office. Sinjai District Sports, and the community, especially the school committee. Such coaching activities must be carried out consistently, objectively, transparently and accountably by authorized officials so that the programs implemented by the school principal can run well according to the desired goals. Meanwhile, the schedule of guidance for school principals (Junior High School) is carried out regularly and periodically at the beginning of the year, semester, and monthly or at any time if needed, which school supervisors (Junior High School) carry out and related officials within the Education, Youth and Education Office. Sinjai County Sports.

The material presented in the coaching included principal administration, teacher and employee administration, administration, finance, hygiene, teacher and employee discipline, facilities and infrastructure, student affairs, curriculum, and public relations. The results of the coaching for the school principal need to be followed up by monitoring and evaluating the performance of the Principal who has been given the guidance regularly / periodically by the related officials to find out whether there is an increase or not for the official who received the guidance. If there is no increase in performance, then the Principal concerned needs to be reprimanded or warned so that they try to improve their performance, and if there is still no change, then the principal school needs to be sanctioned in the form of verbal, written, or other administrative sanctions.

In the implementation of principal school coaching carried out by the supervisors or supervisors, this is not optimal because first, not all supervisors have S-2 educational qualifications; secondly, not all supervisors who have been recruited as supervisors have been school principals, the third lack of experience as supervisors.

The result is that he has never attended training and training for supervisory candidates, and the fourth does not understand the proper duties and functions of supervisors.

There are also obstacles in the implementation of the education and training program for prospective school principals in the form of a lack of participant motivation, facilities and funding or funding for the implementation of educational programs, and training for prospective school principals is fully borne by the Education, Youth and Sports Office of Sinjai Regency without charging fees from educational participants and training for prospective school principals, should be able to provide high motivation for prospective school principals in participating in and completing education and training programs for prospective school principals. However, there are still prospective school principals who fail or fail to pass because they cannot complete education and training completely according to the rules agreed, so that it must fail in preparing prospective school principals.

This, of course, has an impact on the lack of target preparation for school principals and the loss of funding incurred by the Sinjai District Education, Youth and Sports Office in implementing education and training programs for prospective school principals. Another problem is that the outcome (s) after participating in the education and training program for prospective school principals should be useful for prospective school principals in developing knowledge, attitudes, and skills on the dimensions of personality, managerial, entrepreneurial, supervisory and social competencies, but the Principal is found. Schools that are still unable to apply the competencies they have as a school principal. There is no increase in work performance, and it does not make a significant contribution to the competencies of the Principal. The reality is that a good program in its implementation can be seen by an increase in the quality of school principals afterwards, both competence, work performance, and making a positive contribution to the work environment.

Education and training programs for prospective junior high school principals in the context of preparing prospective school principals at the Sinjai District Education, Youth and Sports Office are considered important to know the results of a comprehensive evaluation so that the results can be used as material for recommendations and considerations to the Sinjai Regency Education, Youth and Sports Office. Improving the quality of education through improving the competence of school principals, where the outcome (s) of this program is expected to be a pioneer who is used as a "role model" or a role model as a competent school principal to have innovation and creativity in his professional field (Permendikbud, No. 13 of 2007 ). That way, the evaluation can be seen whether the outcome (s) of the education program and training of prospective school principals in the context of preparing prospective school principals can directly bring changes to the organization's work environment towards improving the quality of education and services.

According to Mulyatiningsih, program evaluation research contains data collection and information activities to make decisions about data collection and information to make decisions about programs (continue, expand, improve, or stop) ongoing programs (Endang Mulyatiningsih, Bandung, 2003: 109). Thus, program evaluation research is a systematic activity to collect, process, and analyze as well as convey data, whether in the form of facts, information or information, as input for decision making on a program.

In this case, program evaluation research contains three important elements, namely:

- (1) Systematic activity, systematic activity means that program evaluation is carried out through an orderly procedure based on scientific principles.
- (2) Data, data collection as the focus of program evaluation through the activities of collecting, processing, analyzing, and presenting using scientific approaches, models, methods and techniques.
- (3) Decision-making means that the data presented will be valuable if it becomes valuable input for the decision-making process about alternatives to be taken against the program.

With the education and training program for prospective school principals in the context of preparing prospective school principals, it is hoped that the Sinjai District Education, Youth and Sports Office, especially policymakers, can be used as material for consideration and literature in order to appoint school principals and improve program quality in the future.

## **V. Conclusion**

### **A. CONCLUSION**

The school principal placement system follows the Sinjai District Regent Regulation Number 35 of 2019 concerning Procedures for Appointing School Principals It's just that in the implementation of principal school placement, there are still some things that are not in accordance with the path or period to become school principal.



## B. SUGGESTION

The selection system for the head of the education unit in Sinjai Regency must be transparent and accountable and provide guidance to school principals (SMPN) in Sinjai Regency to be implemented to improve performance and provide motivation to school principals so that they can be implemented in carrying out their main tasks and functions to improve the quality of learning, which in the end it will improve the quality of graduates in these schools..

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Ilham Nur, et. al. "Principal Placement System in Sinjai District." *IOSR Journal of Humanities and Social Science (IOSR-JHSS)*, 27(03), 2022, pp. 46-54.