

Implementation of Competency-Based Principal Selection Model Policy Based

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Abstract

This study chose a qualitative method that aims to answer the substance radically and deeply because it will not be answered completely and to determine the model for selecting high school heads in Aceh. Data collection is carried out by interview. This research is conducted at Education Office in Aceh, and Directorate General of the Education and Culture Ministry of the Aceh Province, which is Education Quality Assurance Institute (LPMP). The study's findings stated that the selection of prospective authority at Aceh Senior High Schools had followed the appropriate instruments and SOPs. The significance result of this research is hoped to give information that can be adopted by other high school with the same characteristics. Following the previous study's findings, the selection of prospective school principals at SMA Aceh has followed the appropriate instrument. The requirements to become a principal must have certification and a driving teacher; however, in this case, the teacher driving program has not been evenly distributed so that there are still few teachers who comply with these education provision authorities. In addition, Aceh takes the decision to determine that it is sufficient to become a school principal to have certification. This is also to avoid the uneven number of teachers and other obstacles that have been described in the previous chapter.

Keywords: *selection of school principals, driving teachers, competence.*

INTRODUCTION

As revealed by the DPR in online media of theacehpost.com, nepotism and collusion cases are still high in the Aceh Education Office. In the nomination of principals for SMA and SMK in South Aceh, it is suspected that there is a problem. The quality of education cannot be managed properly. The Aceh Education Office Government can only focus on completing the annual budget in a manner closer to the expected goals (Sun et al., 2021). Meanwhile, data on how to map teacher quality in a systematic and logical manner that is measurable and sustainable is not clear. The trainings carried out cannot be separated from the fulfillment of the budget. In Aceh, the paradigm of SMA selection cannot be separated from collusion and nepotism (AR et al., 2018). If these conditions continue, the quality of Aceh's education will likely not improve (Oktari et al., 2018). Based on the

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findings, community engagement toward educational field includes people, families, professional associations, groups, community organizations, and private entities towards the execution and the quality assurance regarding educational facilities. Furthermore, the survey reveals that the school now maintains a great working connection with other entities. The urban and rural institutions have equal opportunity to form collaborative relationships with its School Committee, families, Education Official and the community. However, the relationship in both community and school has made little improvement. This research illustrates how a collaborative network of school-community may provide actively and required assistance to the school when also benefiting the other stakeholders in the network. Leadership, infrastructure and buildings, trust, capacity building, financing resources, knowledge of all aspects, rules policies, as well as an appointed team are some of the characteristics that led to an effective educational collaboration network. The Education Office Branch Office was formed to assist teacher administration and managed by the Branch Offices in each district/city to ensure that teachers are not disturbed during school hours (Arnanda et al., 2020). With the establishment of a Branch Office, the situation may worsen further as researchers can receive reports and complaints from teachers. The selection model for high school principals at the Aceh Education Office has not run according to the rules; thus, it is reasonable that the quality of Aceh Province education in 2020 is ranked 24 throughout Indonesia (Zainal et al., 2021). Meanwhile, the funds for financing the Aceh Education Office reach approximately 37 trillion rupiah with such a large fund there is no reason that the education's quality in Aceh Province is very low. It can be ascertained that there is an error in the management of the Aceh Education Office thus the quality or standard of the education could not be raised to a better level (Rahmayani et al., 2018).

Competency-based school principal selection is important to remember that its implementation is a key step in ensuring that schools have quality and effective leaders. This policy, which was developed through a participatory process involving various parties, became the basis for the selection process of the principal. First, a clear and relevant competency framework is formed, including the important skills and qualities needed by a school leader. Furthermore, the selection process begins with the announcement of vacancies and application receipts from interested candidates. These candidates are then tested based on the specified competency framework, either through interviews, simulations, or other assessments. The results of this selection are evaluated by panels consisting of various stakeholders, and the selection of school principals is based on the most suitable qualifications and competencies. After the selection, elected school leaders are given support in the form of training and sustainable development. This process continues to be monitored and evaluated to ensure that the elected school leaders continue to meet the designated competency demands. Overall, this model creates a transparent, objective, and oriented framework of results in choosing school principals who are able to bring positive changes and improve the quality of education.

Additionally, the operational costs of schooling have little influence on educational achievement (Surur et al., 2020). It stated that educational operating costs have little or no effect on educational outcome when work productivity of teachers is seen as a determinant, implying that the teacher perform productivity variable is unable to influence educational output when educational operational costs are used as a moderating variable. As a result, indirect educational operational expenses with teacher productivity growth as a moderating factor have little or no influence on educational output. Quality and education quality are significant goals and points of reference in educational implementation. The achievement in developing capable and competitive information indicates the level and quality of education. Regarding the fund, additionally, schools can also use the additional funds in a wide range of ways, some of which may boost accomplishment, depending on the school or educational fund (Marchand, & Weber, 2020). Wahyuningsih (2022) mentioned in a journal that now the execution about the

budget realization to maintain the level of effectiveness that each year underwent a very excellent shift where the level of criteria from fairly effective to the very effective.

Researchers have seen a phenomenon in the Aceh Education Office, where a very significant amount of funding does not rule out the possibility of all interest groups and distribution of packages or projects, resulting in poor quality education (Mukhlis et al., 2020). If this happens, it is only natural that the quality of education in Aceh lags behind other provinces in Indonesia (Zuilkowski et al., 2017). According to this survey, Indonesia likewise has an issue with education. Education for girls and women might be a significant driver of the Indonesian economy, which has around 250 million people and is the world's fourth-most populated country. However, it is unclear how gender factors interact with culture, religion, as well as poverty to impact girls' educational results. The expenses of schooling, academic success, timely development, as well as gender-related concerns are three frequent topics of attention in dropout research. Even in locations with considerably high levels of education financing, the most common cause for student dropout remains expenses. The majority of respondents said that their parents had chosen to drop out; participants typically wanted they had not dropped out or want to return, despite the fact that there were no realistic avenues to do so. Worse yet, officials at the Aceh Education Office lack educational capacity, as evidenced by the results of their academic degrees (Joesoef, 2021). The experts of both sectors largely agree on the same thing: human resources has a substantial part in stimulating economic growth, even more so than technological considerations. He added that human capital is measured not just in terms of quantity, but also in a qualitative sense. This can be explained by a variety of factors, including health, education, and free expression. Among these different factors, it is thought to possess the far more significant influence in shaping the quality of human. It is considered as humans would obtain information through education, also that they will be capable of creating a better life for them. What happened at the Aceh Education Office did not rule out the possibility of group interests and sharing packages, as well as witnessing very large funding funds, so that the quality of education was neglected (Lopes Cardozo & Srimulyani, 2018). They also noted in this study that socio, cultural and region interpretations of the role of gender in the formation of society. Thus, for example, concerning the concept and practice of Ibuism (motherism), is the product of historical, theological, and cultural contextual origins. Furthermore, significant contextual shifts, including the implementation of Shari'a law and a quick worldwide shift, the Helsinki peace accord in 2005, and the tsunami in 2004, the subsequent restoration and rehabilitation phase all had an impact on the discussion and public space for women's agency in Aceh. Also, when worldwide misunderstanding as well as distrust across regions, peoples, and religions, counter-narratives to oversimplified events and media exposure are desperately required, and we want to humbly contribute to that goal with our collective effort. The community knows that passing the selection to become a school principal is very difficult if there is no contact with the Aceh Education Office (Muluk et al., 2019).

Some studies discovered that the productivity of Aceh Education Office personnel affected their commitment to work (Mubarak et al., 2020). Employee motivation to achieve well is low at the Aceh Education Office. Work motivation is a powerful state that influences the generation, direction, and maintenance of work-related activities. Discipline is more than just being on time at work; it is an attitude, conduct, and deed that is in compliance with the organization's regulations, whether written or unwritten. It further noted that in order to increase work discipline, employees must be directed to fulfill their duties correctly and the same as the procedures in place. Supervisors with in Aceh Education Office need promote regular workplace monitoring as well as workplace regulations. Furthermore, improving work ethic necessitates a high level of work discipline on the part of both employees and supervisors. Work ethic may boost employee motivation to work effectively, resulting in improved performance of Aceh Provincial Education Office staff.

Education will be a high quality if the inputs, processes, outputs, teachers, facilities, infrastructure, and costs meet the specified standards (Suartama & Triwahyuni, 2020). Chaurasia et al., (2018) stated that the excellence in the educational process will automatically create different results. According to the survey, the majority of higher education institutions agree on the usage of BDA tools for reporting and compliance, as well as analysis and visualization. The study did discover, however, that risk and safety applications and advanced analysis towards higher or upper education institutions is still in its early phases. The production of new ideas is critical for higher education institutions' innovation since it leads to improvements in normal operations, increased efficiency, student experience, and the development of competitive advantage. Big data predictive analytics technologies are an effective means of accomplishing this. These technologies can detect patterns, allowing educational institutions to speed up the development of new ideas as well as innovative thinking. It means that although the education system is the same for everyone, it has unique abilities. However, educational professionals, especially those who can respond to adversity quickly and responsibly, are the most important of these components (Stoffel & Cain, 2018). Non-cognitive qualities, defined as those connected with drive, personality, and temper rather than intelligence, are increasingly acknowledged as key talents to identify and improve in healthcare experts, even pharmacy students, they stated as well. The ideas of grit and resilience, which are often used to characterize the capacity to endure despite adversity in order to achieve one's goals, are fast growing subjects in both media today and peer-reviewed research. Whatever the source, the growing notion that these students are unable to manage the demands of college is prompting institutions to adapt their approach to effectively advancing students throughout the curriculum and preparing them for the 'real world.' As a result, many instructors may struggle to strike the right balance between being helpful while also encouraging students to take ownership of their education and eliminating handholding.

In the future, education personnel will be more sophisticated, requiring continuous adjustments, and modifications to their skills (Acosta et al., 2019). According to Suratman (2020), there seems to be a substantial relationship between teacher standard quality and work performance. Furthermore, teacher certification has a favorable impact on teacher performance in Indonesian vocational institutions. The introduction of teacher certification is now an crucial factor in promoting the enhancement of learning and educational quality. The certification's adoption will boost teacher performance by boosting educational competency, personal competence, social competence, and professionalism. To provide high-quality education, professional education personnel are needed (Dicker et al., 2018). Also, the process of the strategic planning regarding the education quality provides a framework through which all concerns impacting schools may be addressed. Many factors may contribute to Indonesia's low educational quality. These elements are linked to one another (Al Kadri & Widiawati 2020). It stated that, to be able to develop in the field of education, educators and the staffs have to be capable of improving their own skills both independently as well as thru education and workshops, and also increase personal creativity. This outcome suggests that often educators and educational workers are still not inwardly driven to progress and learn. As an institution, School, with a duty to enhance the competency of both teachers and the other employees, had not yet begun to implement quality development based on the reality of both teachers and educational staff within the schools. As a result, these educational institutions must work towards developing a more strategic plan. It is a critical activity for determining an organization's future orientation, both carrying out internal and external analyses. They also suggest that instructors appear to be constantly on the lookout for features and behaviors that indicate success.

Educational staff have an significant role in developing the knowledge, skills, as well as character of the students (Virtanen & Tynjälä, 2018). Furthermore, collaborative and interactive teaching approaches aided in the acquisition of general skills, notably

decision-making and problem-solving abilities. In terms of university studies, the current study indicates that it is critical to employ several modes of evaluation, such as self-assessment, feedback providing, and peer-assessment, also receiving. According to the study, typical modalities of university instruction and learning, for example readings, lecturing, and studying independently, by fact associated poorly towards the acquisition of generic abilities. Specifically, teaching was connected negatively to the development of their creativity. Reading, moreover, inversely associated to the capacity to function in new conditions also problem-solving abilities, but working alone was poorly associated with the capability to help fix professional difficulties. In other words, the worse the traditional techniques of instruction were used in students' learning settings, less and less students indicated gaining certain generic abilities. They indicate that conventional forms of learning should coupled within approaches that enable students to be more actively digest the information, integrate theory into practice, as well as communicate with others when traditional modes of learning are employed. Thus, professional education personnel will carry out their responsibilities in a professional manner, thereby producing higher quality graduates. Because science is always developing rapidly, becoming a professional education staff will not happen without continuous efforts to improve their competence (Jabarullah & Iqbal Hussain, 2019). According to research conducted by Broadbent & Poon (2015) showing education, self-confidence, and self-efficacy in work must be positive, and one way to make this happen is to develop this performance, which requires support from parties who have a significant role in this. Also, the case is the leader of the Education Office in Aceh and the principal who sends teachers to improve competence, where the principal is a very important education leader because the principal is directly related to the implementer. It also added that Self-regulated learning methods such as managing time, metacognitive strategies, critical analysis, and effort control were found to have strong positive associations with academic achievement in online environments, while the impact sizes were less than those seen in traditional classrooms. In contrast, rehearsal, organization, and elaboration were shown to be the least scientifically validated SRL method inside the digital environment, indicating that these strategies provide less advantage to online learners. Finally, we believe that greater peer interaction should be prioritized with in context of digital learning, and that more study is needed to develop an adequate assessment of this method.

As for the teachers, it is crucial to comprehend the variables that affect teachers' capacity and desire to provide for students with various needs in their classrooms (Cate, 2018). According to this study, inclusive practice necessitates customized educational planning rather than teaching from the general curriculum in order to promote learning and accomplishment for all students. Additionally, the attitudes of the teachers may include cognitive, emotive, and behavioral elements, which frequently shape opinions or direct social behavior. It stated that, to better understand teachers' views and opinions, implicit attitude assessments, which are based on automated procedures and hence less accessible to social desirability effects, might be used in conjunction with the evaluation of explicit attitudes. There is less association was found between implicit attitudes and behavioral intentions.

A teacher who has high and professional competence such as research Kariman et al., (2019) that, the significant influence of professional teachers on student achievement, in Padang City, a professional teachers must have characteristics, such as (1) innate dedication to professionalism in themselves, a dedicated behaviour, commitment to the quality of work processes and results and an behaviour of continuous progress, (2) mastering knowledge as well as being capable of developing and explaining their functions in life, and explain the dimensions both theoretical and practical or carrying out transfer of knowledge, sincerity and internalization into practice at the same time, (3) having cognitive and information awareness, as well as a continual effort to educate kids, erase illiteracy, and train skills based on their capabilities, interests, and abilities. The competence of teachers and education personnel has a very large influence on the

competence of high school graduates such as research conducted by Green et al., (2020) that, high school graduates are far more successful which means that there is a mistake with our students in Aceh because it is predicted the predicate of education that still has low output. Aceh's education costs are equal to the cost of a Maluku province, around three point seven trillion, in which the quality of their education is much better than in Aceh.

Apart from that, the issue of evaluating its quality affects a number of social groups involved in this field directly or indirectly, including governmental authorities (ministries, departments, etc.) (Jamoliddinovich, 2022). Also, the administration of the higher education institution, on the one hand, is answerable to a higher authority, therefore it is interested in ranking higher education institutions and deciding them. In order to the extent that it relates to each region's educational policy, it is said that the issue of guaranteeing and enhancing the education quality in higher educational institutions varies from one to the other. According to Jamoliddinovich (2022), quality is a critical factor in determining education's societal value. Quality, which incorporates economic, social, cognitive, and cultural components of education, may be considered as an intrinsic property of educational outcomes. According to global scientists, the following elements influence the quality of higher education. First, there is a unique technique in which pupils acquire favorable results following graduation. Second, there is the process of enhancing education. Third, there is feasibility, which is the fulfillment of customer demands, needs, and expectations. Fourth, consider the investment outcomes. Fifth, changes in the establishment of possibilities for students and the production of new knowledge are reflected in transformations.

This study aims to determine the selection model for high school principals in Aceh. The leader of the Aceh Education Office as the top leader for high school schools, has a huge duty and responsibility to the nation's children, especially the sons and daughters of Aceh as the nation's generation and becomes Aceh's future asset in better human resources, character, faith, and piety in mastering information and technology. The selection model for high school authority shows that the policy direction of the leader of the Aceh Education Office is adopted by high school authority/leader who are appointed to the position of the school principal, so that high school graduates can be accepted at both public and private universities. Therefore, the social impact caused in society is good because the human resource index in Aceh is still low, then the title of the poorest province in Sumatra will soon disappear, if the Acehnese population of productive age possesses a bachelor's degree or higher education.

LITERATURE REVIEW

Selection Model

Selection model refers to the task of selecting a model from among various candidates on the basis of performance criterion to choose the best one. In the context of learning, this may be the selection of a statistical model from a set of candidate models, given data. The Heckman-type selection model is a statistical model used to obtain unbiased estimates with missing measures outcome (Koné et al., 2019). The Heckman model includes two separate equations – one focusing on selection into the sample (outcome being observed – the sample selection equation), and the main equation linking the covariates of interest to the outcome (Koné et al., 2019). The selection model can also refer to the problem of selecting a few representative models from a large set of computational models for the purpose of decision making or optimization under uncertainty. In machine learning, algorithmic approaches to model selection include feature selection, hyperparameter optimization, and statistical learning theory. The selection model can also refer to a model of political representation where the representative's accountability to the constituent

typically takes the form of either narrative or deliberative accountability (Mansbridge, 2009).

High School Principals

High school principals play a critical role in overseeing all operations of their school, including daily school activities, coordinating curriculums, managing staff, and ensuring that the school's programs align with industry standards and that students are prepared for the workforce (Ismail, 2018). They are trusted leaders who must not only guide the day-to-day operations of the school but also inspire their teachers to teach, their staff to serve, and their students to learn. The job of a high school principal requires a master's degree in education administration or leadership, as well as teaching experience. They must be visible leaders at the school, have frequent interactions with students, parents, teachers, and staff, and be willing to make difficult decisions to lead the school toward its vision of success. The National Association of Secondary School Principals (NASSP) is an organization that represents middle level and high school principals and assistant principals.

METHODOLOGY

The structure of this research method includes the research design, research subjects and locations, data collection technique, and data processing techniques.

Research design

Qualitative research used in this study is qualitative research, research to see and understand what is believed by the community as a social problem. Qualitative, quantitative, and combined attachment, research design is an investigation method that provides appropriate instructions regarding the steps of research design. This study uses a qualitative approach that aims to answer substance radically and in depth (Creswell & Creswell, 2018). By using descriptive analysis data, which is a method whose problem solving is investigated by describing or describing the current state of the subject or research object based on the facts that arise (Nufiar et al., 2022). Data collection techniques are the most strategic step in research because the main purpose of the research is to obtain data (Nufiar et al., 2020). To get concrete data, the author uses data collection techniques directly to the field.

Research Subjects and Locations

The subject of this research is the Selection Model for Senior High School Principals, in Aceh in relation to enhance the quality of high school teachers in Aceh. This research is conducted at the Aceh Education Office and the Directorate General Minister of Education and Culture in Aceh, such as the Education Quality Assurance Institute (LPMP). The research location is at the Aceh Education Office A on Jl. Teuku Moh. Daud Beureueh, Kuta Alam, Banda Aceh City, 24415 and the Indonesian Education Quality Assurance Institute is an extension of Indonesian Minister of Education and Culture in Aceh Province on Jl. Medan-Banda Aceh Km 12.5, Niron, Aceh Besar, 23363. The researcher chose these subjects and locations because it is able to respond to research questions and thus give useful information related to the implementation of competency-based principal selection model policy based.

RESULTS

Requirements Becoming a School Principal

To become a school principal, there are certain requirements and qualifications that must be met. Here are the steps to becoming a school principal:

1. Earn a bachelor's degree: Most school principals are required to hold at least a bachelor's degree in education or a related field
2. Gain teaching experience: A school principal will typically be required to have one to five years of experience teaching in a specific subject area or general grade level
3. Earn a master's degree: Principals will also need a master's degree in education, educational leadership, or educational administration
4. This degree is typically required for school principals.
5. Obtain administrative credentials: In addition to a master's degree, principals will also need to earn administrative credentials through their state
6. Each state can create their own requirements beyond the basics of a degree, so check with the local district before making definitive plans
7. Obtain a license in school administration: Most states require school principals to possess a license in school administration
8. High school principal qualifications and requirements for licensure vary on a state-by-state basis.
9. Develop management and leadership experience: Because principals have a more diverse set of responsibilities than teachers, becoming a principal means it's necessary to develop experience in management and leadership
10. Possess soft skills: Excelling in this role requires soft skills, such as communication, decision-making, and problem-solving skills

Self-integrity and teacher training need to be grown and developed continuously, because teachers have various tasks whose implementation is in the form of dedication. The task covers the professional, humanitarian, and social fields. The role of teachers in education field is strategic, even other educational resources are often less meaningful if they are not accompanied by adequate teacher quality (Montgomery Van Wart et al., 2019). This condition shows that the quality of teachers is an important thing in the world of education. The selection process for school principals is always taken from competent teachers.

Recently, GTK director of the Jakarta's Ministry of Education and Culture stated that one of the requirements to become a school principal is following a driving teacher (Jawapos.com, 2021). Motivating teacher education is a leadership education program for teachers to become learning leaders (Barakat et al., 2018). This program includes trainings, workshops, conferences, and mentoring. During the program, teachers continue to carry out their teaching duties as teachers. This condition is consistent with the findings of an interview with the Principal of Aceh Disdik High School. which stated that the old regulations stated that the requirement to become a school principal is to have a NUKS (Unique Principal Number). In addition, the Education and Culture Ministry No. 40 of 2021 explains that the requirement to become a school principal is to have a driving teacher certificate. In more detail, Article 2 of the Education and Culture Ministry Regulation No. 40 year 2021 writes the following.

1. Teachers who are assigned as school principals must meet the following requirements:
 - a. having a bachelor's degree (S-1) or four diplomas (D-IV) from academic institutions and degree programmes;
 - b. having an educator certificate;
 - c. having a Driving Teacher Certificate;

- d. having the lowest score of junior stylist at level I, class III/b for teachers with civil servant status;
- e. having the lowest level of position. First expert teacher for government employee teachers with a work agreement;
- f. having teacher performance assessment results with the lowest designation Good for the last 2 (two) years for each element of the assessment;
- g. having a minimum of 2 (two) years of managerial experience in an education unit, educational organization, and/or educational community;
- h. physically and mentally free from narcotics, psychotropic substances, and other addictive substances based on a certificate from a government hospital;
- i. having never been subject to moderate and/or severe disciplinary punishment as well as the legislative provisions;
- j. not currently a suspect, a defendant, or has never been a convict; and
- k. the maximum age of 56 (fifty six) years at the time of assignment as Principal.

2. The requirements as mentioned in paragraph 1, letter b, d, and e are excluded for teachers who are assigned as school principals in community-run education units.

From the outcome of a questionnaire with the Principal of the GTK Division (Teachers and Education Personnel) of the Aceh Education Office, it is found that in Aceh, being a school principal is enough to have a certification. It can happen because the teacher mover program is still relatively new so not many teachers in Aceh have followed the teacher mover. Then he also mentioned that there are quite a lot of PNS and non-PNS teachers in Aceh, but not all of them have certification. Teachers who do not have certification are not necessarily not qualified, but teachers who have certification are definitely qualified. So that to become a school principal with the condition that it has been certified is sufficient. According to König et al., (2020) the Education and Culture Ministry has launched the Motivating Teacher Education program. The program is a leadership education program for teachers to become learning leaders. The purpose of training leadership in teachers is to make it easier to choose prospective principals.

Principal Selection Instrument

According to interviews, principals who are previously appointed need to have a certificate or principal's identification number. For this reason, teachers who are considered worthy and professional are selected by selection in order to get worthy candidates (Hamann, 2019). After passing the administrative stage, the prospective principal will face several instruments. The first is instruments 1a and 1b in the form of case studies. In this instrument, prospective principals are expected to be able to solve problems related to activities at school. From the instrument, the appropriate answers will be seen and considered as standard whether they can continue the selection. Next selection is instrument 3, in which is the interview process. Prospective principals will be asked to re-explain the answers written earlier, especially for points that are not satisfactory (the answer is incorrect). Interviews are to improve written answers. In the selection process, evaluators are not permitted to contact potential head teachers outside of the selection process in order to prevent fraud. The selection process is also free of charge and is carried out honestly and professionally according to the SOPs that have been provided.

There are various principal selection instruments that can be used to evaluate candidates for the position. Here are some examples:

1. Written tests: These tests can be used to evaluate a candidate's personality, strengths, and weaknesses (Team, 2019);

2. Principal practice instrument: This is a state-approved, research-based instrument used to evaluate a principal's practice through at least two observations (Team, 2019);
3. Non-tenured principals receive three observations. Evidence of practice may be gathered through local discretion;
4. Student achievement: Student achievement can be used as a measure of a principal's effectiveness;
5. Student Growth Percentile (SGP) is a measure of how much a student improves his or her state test performance from one year to the next compared to students across the state with a similar score history;
6. Recruitment and selection practices: Recruitment and selection practices can be used to ensure that leaders hired share the core tenets of the school and have the capacity to support learning communities (School, n.d.)
7. Personal and professional demographic questions: These questions can be used to gather information about a candidate's personal and professional background (Palmer & Mullooly, 2015)
8. Experiences and perceptions questions: These questions can be used to gather information about a candidate's experiences and perceptions of the principal selection process (Palmer & Mullooly, 2015)

It is important to note that the specific principal selection instrument used may vary depending on the school district and state. The selection instrument used should be objective and promote equity within schools (Palmer, 2017).

Obstacles in Principle Selection

Based on the findings of the interview sessions, it is possible to say that the obstacle that often arises in the selection of prospective principals is the unwillingness of candidates when they are selected in a locations that are not in accordance with their wishes. Teachers will refuse if they are placed as principal in a school in a remote area and far from home. This condition is a major obstacle because if it is carried out, it will lead to coercion and performance will not run optimally. This is also exacerbated by the uneven number and competence of teachers in each region. In a research conducted by Jeffery & Bauer, (2020), teachers need to be given special allowances not to refuse to be placed in remote areas; however, this is clearly difficult to do because it will require more costs.

The next obstacle lies in the competence of teachers. The questionnaire results stated that teachers' expertise needs to be improved through training programs carried out in each branch of the service with the aim of saving costs such as lodging costs, pocket money, and not leaving assignments for too long. This condition is also supported by the need for awareness among teachers so that they can develop competencies independently using boss funds and 10% of funds from the certification they have. In addition, Zhang & Liu, (2019) explained that in driving teachers, teachers also have a learning teacher community; this is in line with the conclusion of an interview with the GTK director which stated that if the teacher did not actively participate in the learning teacher community, the teacher would be left behind and not developing.

There are several obstacles that can arise in the principal selection process. Here are some examples:

1. Lack of qualified candidates: One of the biggest obstacles in principal selection is a lack of qualified candidates (Doyle et al., 2014). This can be due to a variety of factors, such as a shortage of experienced educators or a lack of interest in the position.
2. Bias in the selection process: Bias can be a significant obstacle in the principal selection process (Palmer, 2017). This can include unconscious bias, such as favoring

candidates who are similar to the selection committee members, or explicit bias, such as discrimination based on race, gender, or other factors (Palmer, 2017).

3. **Inadequate recruitment practices:** Inadequate recruitment practices can also be an obstacle in the principal selection process. This can include a lack of outreach to diverse candidates or a failure to promote the position effectively.

4. **Limited selection methods:** Limited selection methods can also be an obstacle in the principal selection process. For example, relying solely on written tests or personal interviews may not provide a comprehensive view of a candidate's qualifications and abilities

5. **Lack of alignment with school goals:** Another obstacle in the principal selection process is a lack of alignment between the candidate's goals and the goals of the school (Team, 2019). This can lead to a principal who is not effective in leading the school towards its desired outcomes (Team, 2019).

It is important to address these obstacles in the principal selection process in order to ensure that the best candidate is selected for the position. This can include implementing objective selection methods, promoting equity and diversity in the selection process, and ensuring that the selection committee is trained to recognize and address bias (Palmer, 2017)

CONCLUSION

Following the previous study's findings, the selection of prospective school principals at SMA Aceh has followed the appropriate instrument. The requirements to become a principal must have certification and a driving teacher; however, in this case, the teacher driving program has not been evenly distributed so that there are still few teachers who comply with these education provision authorities. In addition, Aceh takes the decision to determine that it is sufficient to become a school principal to have certification. This is also to avoid the uneven number of teachers and other obstacles that have been described in the previous chapter.

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