
Analysis of Communication and Policy Information in Improving the Managerial Competence of Elementary School Principals in Banjarnegara District

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ABSTRACT

The competence of the school principal as a managerial person who manages the school as an educational organization plays a role in making plans as a goal for the school as an organization that aims to achieve the goals set by all school members. In carrying out school institutional activities, it cannot be separated from the coordination of institutions in the field of education that provide guidance and design policies, in this case the Department of Education, Youth and Sports in Banjarnegara Regency. However, the implementation of communication and information which should be able to be established well has not yet been fully realized. This research aims to analyze communication and policy information in improving the managerial competence of elementary school principals in Banjarnegara Regency. This research uses a descriptive qualitative approach. Data collection techniques were carried out by means of interviews, observation and documentation. Data analysis techniques are carried out by condensing data, displaying data and drawing conclusions and verification. The research results show that policy communication and information has been implemented well and effectively from the aspects of transmission, clarity and consistency. The school principal has good managerial competencies in accordance with the principles of leadership management, namely the ability to plan, organize, implement and supervise. In this way, communication and policy information can improve the managerial competence of elementary school principals in Banjarnegara Regency.

Keywords: Communication, Policy Information, Managerial Competence.

INTRODUCTION

Education management is carried out in a systematic, structured and procedural manner, supported by laws and various necessary rules in accordance with the aim of developing the potential of students to become human beings who believe and fear God Almighty, have noble character, healthy, knowledgeable, capable, creative, independent and become democratic and responsible citizens.

School as an educational institution is defined as an institution or place where the process of education or teaching and learning takes place, including education in the family,

school, and community. An educational institution can also be defined as an organization formed to achieve a specific goal, namely the transfer of knowledge and culture to individuals to change one's behavior to be more mature and obtain a better life in the future.

The principal carries out the process of planning, organizing, and controlling the efforts of the members of the organization in utilising all organizational resources in order to achieve the goals that have been set. On the other hand, school principals must be accountable, namely responsible and accountable for the success and failure of programs and policies planned by schools and policies programmed by the Banjarnegara District Youth and Sports Education Office. The principal should always strive to improve the goals of the organization as well as develop the program far ahead. For this reason, a principal must be able to build cooperative relationships through persuasive approaches and agreements. One of the principal's efforts in advancing the school to perform well is by communicating with related agencies in charge of providing guidance through education policies.

The competence of the principal as a manager who manages the school as an educational organization plays a role in making plans as the goals of the school as an organization that aims to achieve the goals set by all school residents. In terms of organizational development as well as school principals mastering the theory and all national education policies in developing school organizations, the principle of efficiency and effectiveness of development must be prioritized. Based on this according to (Tanjung et al., 2021) that the Principal is responsible as a manager in managing the School to achieve the goals of the School.

In carrying out school institutional activities, it is inseparable from the coordination of institutions in charge of education that conduct guidance and design policies which later become official government decrees, both central and regional governments, which must be obeyed by all school institutions such as elementary schools that are in coordination with local governments through the Youth and Sports Education Office in Banjarnegara Regency.

It is the main task of the Banjarnegara District Youth and Sports Education Office to conduct coaching and facilitation including, among others: (a) Implementation of internal coordination and between related work units in the Elementary School Sector, implementation of the national curriculum and local content curriculum and management of infrastructure facilities in elementary schools; (b) Inventory, research, assessment of data and potential in the field of elementary school education, implementation of the national curriculum and local content curriculum and management of facilities and infrastructure in elementary schools.

The Banjarnegara District Youth and Sports Education Office as an institution responsible to the public or the community must strive to provide the best service to stakeholders by improving and improving services, communicating and informing policies in the field of Elementary Schools. The implementation of communication and information that should be well established has not been fully realized.

Some obstacles and obstacles in the field that demand resolution as a solution to be able to realize communication and convey policy information optimally include, policies as

government strategies in the field of education delivered to school principals are often not in accordance with the expected targets and achievements, lack of understanding of policy strategies for elementary school development and development, slow to respond to information submitted by the government through the Banjarnegara District Youth and Sports Education Office, and lacks initiative and creativity to take advantage of the opportunities provided. This is because there are constraints on the way of delivering information, clarity and consistency from the Banjarnegara District Youth and Sports Education Office.

According to (Brown et al., 2023) the communication process is carried out through two channels, namely primary and secondary, primary communication is the process of conveying one's thoughts or feelings to others using symbols as a medium. The symbols in question such as language, gestures, and so on are directly translated from the thoughts or feelings of the communicator to the communicant while secondary communication is the process of conveying messages by one person to another using media aids such as emails, letters and reports.

The accuracy of employees' understanding of the tasks or orders given by superiors is very important because it will affect how they are implemented and the results of their work (Ruskar et al., 2021), for that organizations need to take the right steps in ensuring that all employees have the necessary skills to translate messages effectively. The closer the message/information is translated to the communicator's intent, the more effective the communication will be. Information is a collection of data that has been processed to obtain knowledge that is more useful to achieve a goal. Information can be said to be valuable if the information provides more benefits than we just look at the existing data. (Yacub et al., 2022).

Policy is a political activity that is carried out deliberately based on wise and directed thinking carried out by organizations, institutions and government agencies in solving problems to get decisions that are in accordance with the objectives (Risnawan, 2017). Communication is needed to support the delivery of policy information, this is as conveyed by (Yuliah, 2020) who believes that successful policy implementation requires that implementors know what to do. Furthermore, Edwards mentioned three important things in the policy communication process, namely transmission, clarity, and consistency. Based on these problems, it is important to conduct further research with the formulation of the problem "How is communication and policy information in improving the managerial competence of elementary school principals in Banjarnegara Regency?"

RESEARCH METHOD

This study uses a descriptive qualitative approach, by describing the data obtained from observations, interviews and documentation that has been carried out. The results of the data that have been obtained from the source, described and described with the support of existing theories.

The place of research was conducted at SD Negeri in Banjarnegara Regency, Central Java Province. This research was conducted for 4 months, namely September-December 2023.

Data collection techniques used are through observation, interviews, and documentation. The informants in this study amounted to 10 school principals, 2 Korwilcam, the Head of the Student Affairs Section and the head of the Banjarnegara Regency Youth and Sports Education Office.

The data analysis technique used is a data analysis model using Miles and Huberman's interactive model analysis techniques, namely by condensing data, presenting data (display data), and drawing conclusions. First, data condensation means summarizing, choosing the main things, focusing on the important things and sorting the data according to question categories, choosing data that is considered important to take the point. Second, after the data is condensed, the researcher presents (display) the data, which can be in the form of short descriptions, photos and the like. The third step is to draw conclusions from the data that has been collected by understanding deeply and taking the essence of the research results (Sugiyono, 2018).

RESULTS AND DISCUSSION

Communication and Information Policy

Policy communication in education is socialization related to the formulations of education policies that have been legitimized. Communication here is one of the important things in the sustainability of an organization (Madjid, 2018). Even communication can certainly go both ways (interaction communication), which means that there is a common perception between superiors and subordinates or policy formulators with policy implementers, thus minimizing rigidity in the organization.

According to Edward III (Posangi et al., 2020) there are three important things in this communication dimension, namely (1) transmission, namely the way information is conveyed to the public, (2) clarity of information conveyed, and (3) consistency of delivery of information. Transmission is the first requirement for effective policy implementation, namely that policy implementers must know what they need to do. Policy decisions and orders must be transmitted or passed on to executors before they are followed. Therefore, before an official can implement a policy decision, he must be aware that a decision has been made and an order for its implementation has been issued. The more carefully execution decisions and orders are transmitted or passed on to those who must carry them out, the higher the probability of them being carried out.

The Banjarnegara District Youth and Sports Education Office, as a policy maker, communicates education policy information to school principals as policy implementers transmitted through one-way, two-way and multi-way communication. One-way communication is carried out through circulars and technical instructions submitted to education units. Socialization, technical guidance, Focus Group Discussion (FGD), and webinars are conducted in two-way communication. For multidirectional communication, the Banjarnegara District Youth and Sports Education Office conducts cross-sectoral coordination with various relevant agencies that support education policy communication. Some of these

agencies are the Inspectorate, the Prosecutor's Office, the Indonesian Journalists Association (PWI), the Health Office, and so on.

The second aspect that supports communication and policy information is clarity of communication. It says that if a policy can be implemented as desired, then implementation guidelines must not only be accepted by policy implementers, but also the communication must be clear. The vagueness of the communication message conveyed regarding the implementation of the policy will encourage wrong interpretations and may even contradict the original message. The results of the study, as described above, show that policy information in the Banjarnegara District Youth and Sports Education Office is clearly communicated (informed and disseminated) to all parties, both to the sub-district coordinator and to the school principal. Regulations and policy information are clearly presented by competent resource persons in their fields. The principal can also study *juknis* and guidelines. The Banjarnegara Regency Youth and Sports Education Office opens services through Whatsapp groups and directly carried out by the Elementary School Development Sector.

The third aspect that is also important in the effective communication of a public policy is consistency. Edward III said in (Winarno, 2016), if policy implementation is to be effective, then implementation orders must be consistent. Although the orders conveyed to policy implementers have an element of clarity, if the orders are contradictory, the orders will not make it easier for policy implementers to carry out their duties properly. Inconsistent policy implementation orders will encourage implementers to take very lax action in interpreting and implementing policies; And if this happens it will result in ineffective policy implementation because very loose measures are likely not to be used appropriately to implement policy objectives. In relation to this aspect of consistency, the Banjarnegara District Youth and Sports Education Office communicates intensely with school principals regarding regulations and policy information. Supervision and guidance are also carried out so that there is no multiinterpretation of policy information.

The results of the study as a whole show that communication and policy information at the Banjarnegara District Youth and Sports Education Office have been implemented well and effectively in terms of transmission (how policy information is conveyed to related parties), aspects of clarity of policy information submitted, and aspects of consistency in informing policies.

Principal's Managerial Ability

The principal's managerial competencies include the ability to plan, the ability to organize, the ability to carry out (acuating), and the ability to supervise (controlling).

Planning Ability

In this planning stage, the headmaster makes a list to check the readiness of teachers in learning tools. The principal also discusses with the teacher the learning curriculum, annual program, semester program, syllabus, lesson plan, learning media, facilities and infrastructure or learning facilities needed by teachers in carrying out educational activities later. Planning is

important in an educational institution. Planning can be done by the principal in the short, medium and long term. This planning usually involves all education stakeholders to formulate and set goals and indicators to be achieved, (Rupnidah & Eliza, 2022).

The principal also took into account Men, Money and Materials. Men are human resources, Money is finance or funds needed, while Materials are material resources including existing facilities and infrastructure, (Rupnidah & Eliza, 2022). Meanwhile, according to Jamali (Rupnidah & Eliza, 2022), in terms of planning, school principals must pay attention to three things as well, namely Technical, Human and Conceptual. Technical includes technical planning, organizing, coordinating, supervising and supervising. Humanity means considering relationships with human beings, both morals, skills, and motivations. Conceptual means to emphasize knowledge and services to those who need educational services.

In this planning, the school sets the vision, mission and goals of the school. Thus, the principal is able to determine and formulate educational planning programs on target. Librianty (2018) stated that at this planning stage the principal must set goals, design development programs for schools, teachers and students and provide learning facilities according to what is needed, especially by teachers in the classroom.

Ability to Organize (Organizing)

The principal's ability to organize all educational activities and resources by placing teachers and education personnel in accordance with their respective roles and competencies. Thus, all human resources are placed in accordance with their abilities so that educational activities can be carried out optimally. In organizing, a leader will give direction to his subordinates (Ikhsandi & Ramadan, 2021) explained that briefing is an activity to guide subordinates by giving commands or orders, instructions, encouragement, and other efforts so that subordinates can do their jobs well.

The principal supervises directly to the classroom or evaluates the course of learning by discussing it at weekly meetings held at the school with all teachers and education staff. In organizing and managing, the principal acts as a supervisor and evaluator to make the learning program well implemented, (Hermanto et al., 2021). The principal must indeed be able to organize teachers in exploring their roles and duties as teachers and educators. As the main task of a teacher is to make lesson plans, carry out the learning process, assess the learning process, conduct student learning analysis, and conduct remedial and enrichment for students, (Mustari, 2022).

The headmaster is also able to organize learning activities at school and outside the school. This organization is carried out with all teachers so that everyone is involved in this activity and is able to carry it out well in the field. Adi in (Rupnidah & Eliza, 2022) described that school principals in this organizational stage have the task of organizing a creative and innovative school climate, organizing teachers and school administrative staff, infrastructure, communication relationships between school parties, students, curriculum development, school finance, school information systems and other matters.

Ability to Execute (Actuating)

In carrying out this actuating function, the principal has several duties. First, the principal is a communication channel and interaction leader in the school. Second, the principal is responsible for the actions of all school residents. Third, the principal is someone who is able to deal with all situations and circumstances that occur at school, both pleasant and bad circumstances. Fourth, the principal must be able to think analytically and conceptually. Fifth, the principal is a mediator in every circumstance in addition to being a politician and diplomat. Sixth, the principal is a decision maker, (Yunus et al., 2021).

In implementing the activity program, the principal implements activity programs in accordance with predetermined steps and strategies. This implementation step is also called the program implementation period, which is when the strategy is implemented and activities are carried out in accordance with the planned program, (Hartanti et al., 2021). Thus, the implementation of school activities goes according to the plan, time and provisions that have been planned in advance.

School principals within the Banjarnegara District Youth and Sports Education Office have adequate competence. First, the principal's social competence is demonstrated by always involving teachers and co-workers or all relevant school residents for all activities. This involvement starts from work meetings to the implementation of activities. The principal did not hesitate to intervene and blend together to organize an activity. Second, the principal's personality competence is shown by example and example as a leader who is steady, tenacious, diligent, neat, disciplined and should be an example in attitude, appearance and action. Third, the principal's professional competence is shown by understanding all activities carried out so as to be able to direct subordinates and colleagues according to their respective roles. Fourth, the managerial competence of the principal is shown by being able to bring the school to a better direction every year. This is done by the principal in accordance with national standards that must be considered in running the educational institution. (Mardiyanti & Setyaningsih, 2020) stated that at the program implementation stage, the principal's consideration is the national standard of education, namely graduation competency standards, content standards, process standards, educator and education personnel standards, facilities and infrastructure standards, management standards, financing standards, and assessment standards.

Ability to Supervise (Controlling)

In terms of supervision, the principal supervises the implementation of activities in accordance with the indicators at the planning stage. The principal supervises curriculum development, teacher and educator training, facilities and infrastructure, the latest information about the world of education for elementary schools and so on. The principal in carrying out his managerial function is in charge of monitoring and controlling all activities in the school. This control includes many things such as in the management of education, staffing, student affairs, school buildings and parks, school finances and other school residents, (Purwanto & Evicasari, 2021). In carrying out this controlling managerial activity, the principal also acts as

a supervisor, namely supervising all aspects involved. This is in line with (Fitriyanti et al., 2022) who explained that in their supervisory duties, the principal conducts coaching, supervision, monitoring, providing advice and encouragement that can improve the performance of his subordinates.

The supervision carried out by the principal is very communicative and harmonious so that teachers and education staff do not feel supervised and assessed. (Kasim, 2020) revealed that a professional principal supervision system can create a conducive work climate and harmonious human relations between people. In this supervisory task, the principal is also entitled to monitor, supervise, foster and assist all school parties in understanding the implementation of activities. All roles performed by school principals will affect the performance of education providers for the future, (Mardiyanti & Setyaningsih, 2020).

CONCLUSION

The results of the research analysis of communication and policy information in improving the managerial competence of elementary school principals in Banjarnegara Regency show that communication and policy information at the Banjarnegara District Youth and Sports Education Office has been implemented well and effectively in terms of transmission (how policy information is conveyed to related parties), aspects of clarity of policy information submitted, and aspects consistency in informing policies.

Good and effective policy communication and information can improve the managerial competence of elementary school principals in Banjarnegara District. The managerial competence of the principal is in accordance with the managerial principles that should be carried out by a leader. The principal has POAC (Planning, Organizing, Actuating and Controlling) principles. At the planning stage, the headmaster plans all school activity programs related to teachers, students and school staff. At the organizing stage, the principal organizes all human resources and objects according to their main functions and duties. At the actuating stage, the principal jointly and cooperatively implements school programs or activities in accordance with a predetermined plan. Furthermore, at the controlling stage, the principal conducts comprehensive supervision of all school parties and conducts an objective evaluation. Thus, it can be stated that the managerial ability of school principals in Banjarnegara Regency is good.

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