

Analysis Of Principal Decision Making Policies Using Comprehensive Rational Models At SDS Santa Lusia Sei Rotan

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Abstract

This study aims to analyze Principal Decision Making Policy using the Comprehensive Rationale Model at SDS Santa Lucia Sei Rotan. The type of research used in this research is descriptive research with a quantitative approach. The subjects in this study were 15 class teachers, while the object of this study was the principal's decision-making policy using a comprehensive rational model. The results obtained from the 20 question items were 15 statements that received very good categories, 3 items in the good category, 1 item in the sufficient category, 1 item in the very poor category and described the total acquisition score of 20 question items with an overall acquisition score of 279 percentage 93% and categorized as very good. The acquisition of this score indicates that the implementation of decision-making policies using a comprehensive rational model has been carried out by the school principal very well.

Keywords

*Decision-making policy;
comprehensive; rational model*



I. Introduction

Education is something that is very important in life, which means that every human being has the right to receive and hopes to develop comfortably in education. Education is a human interaction (human interaction) between educators/teachers and students/subjects/students/students that can support the development of a whole human being oriented towards values with the preservation and development of culture related to human development efforts. . Schools are a form of organization in society that carry out one of the needs and missions of civilized society, namely organizing educational activities. Where the school becomes an organization is a place for management operations because that is where management activities become one of the sub-systems of the organizational system. In determining managerial actions a manager is required to have the courage to make good decisions based on individual considerations with their authority as leaders, as well as decisions based on deliberations with due regard to thoughts, feelings or input from members of the organization.

Policies are principles or ways of acting that are chosen to direct decision-making that is very urgent for everyone, especially for leaders. The success of an organization is highly dependent on high quality as seen from the various forms of policies and decisions taken. Policy and decision-making are two elements that are interrelated and cannot be separated from each other. Policy is something that is more theoretical, while decision-making is more practical. Decision-making actions that are not based on theory can reduce the scientific value of a decision, while policies that are not accompanied by difficult decision-making will find their form. Decision making is very urgent for everyone, especially for leaders or managers. The existence of a leader in his leadership

can be seen from the various forms of policies and decisions he takes. An effective leader or manager is a leader or manager who is able to make policies and make relevant decisions. Making a decision is actually not a simple thing, but a complex and complicated thing and not to mention the risks that arise as a result of making that decision.

School is an educational institution that is directly led by a principal. The principal has an obligation to hold the function as an administrator. As an administrator the head of school is responsible for managing and managing his subordinates, in this case the teachers and staff at school. The duties and responsibilities that must be owned by a school principal are as a supervisor, where this supervisor is responsible for fostering his subordinates at school. Of the various activities at school, there are activities that are the main key to achieving school success. This activity is a very important decision-making because there is the role of the principal as a leader in the school. In essence, decision making is a systematic approach to the nature of a problem, collection of facts and data, careful determination of the alternatives faced and taking action according to calculations is the most appropriate action. Decision making is a leadership function that is not easy to do. Therefore, many leaders delay making decisions. There are even leaders who lack the courage to make decisions. Decision-making methods can be carried out individually, in groups, teams or committees, councils, commissions, referendums, submitting written proposals and so on. Decision making can make the school an educational organization that maintains its vitality in the midst of obstacles and threats presented by internal and external schools. careful determination of the alternatives faced and taking action according to calculations is the most appropriate action. Decision making is a leadership function that is not easy to do. Therefore, many leaders delay making decisions. There are even leaders who lack the courage to make decisions. Decision-making methods can be carried out individually, in groups, teams or committees, councils, commissions, referendums, submitting written proposals and so on. Decision making can make the school an educational organization that maintains its vitality in the midst of obstacles and threats presented by internal and external schools. Therefore, many leaders delay making decisions. There are even leaders who lack the courage to make decisions. Decision-making methods can be carried out individually, in groups, teams or committees, councils, commissions, referendums, submitting written proposals and so on. Decision making can make the school an educational organization that maintains its vitality in the midst of obstacles and threats presented by internal and external schools. Therefore, many leaders delay making decisions. There are even leaders who lack the courage to make decisions. Decision-making methods can be carried out individually, in groups, teams or committees, councils, commissions, referendums, submitting written proposals and so on. Decision making can make the school an educational organization that maintains its vitality in the midst of obstacles and threats presented by internal and external schools.

Decision making is also basically a form of selecting from several alternative actions that may be chosen, the process is through a certain mechanism in the hope that it

will produce the best decision. As well as how to develop logical relationships that underlie decision issues into a mathematical model, which reflects the relationships that occur between the factors involved. If the decision-making process is integrated, it will lead to integrated processes including: formulating problems, identifying problem alternatives, determining criteria, testing alternative solutions, choosing the best alternative solutions and implementing the decision results. In practice, there are times when the process is carried out by leaders without going through a proper range of decision-making processes. And many leaders of various institutions choose immature decision-making so that the effect affects the sustainability of the organization. Ideally, decision-making should be done by determining and making choices based on evidence, information, beliefs that are reasonable, straightforward, relevant, with the goals originally set. Therefore the decision making that was carried out at MBS Maronge as the principal had targets for what we wanted to achieve, goals, identified problems, collected data, made alternatives and evaluated alternatives. Robbins in Sobri (2006) some steps in decision making as follows: 1) Knowing the need for a decision, 2) Establishing criteria, 3) Allocating criteria, 4) Developing alternative solutions,

The variety of policy models, of course, as a school principal must have the ability to choose which policy model is good to implement. One of these models, namely the rational-comprehensive policy analysis model (synoptic) is an analysis model based on rational thinking and supported by comprehensive data and information (Hoogerwerf, 1983). Analysis must be carried out carefully, carefully and in detail and utilize data/information that must be collected so as to produce decisions/policies that have a positive impact. The good or bad results to be achieved from this model must be based on rational thinking or in accordance with the conditions faced and the capabilities possessed. The analysis carried out must have complete data or information, so that in the analysis there are no errors or reach perfection. This policy model is always based on rational considerations. The rationalist model is concerned with the construction of public policies that ensure better public policies.

The principal of SDS Santa Lucia Sei Rotan has a habit of changing school principals. Basically every leader has a different leadership model. All teachers and students must believe that the principal can make changes in a superior direction. The assumption of the teacher or other students is that every achievement achieved by students and teachers can stand out enough to be noticed, appreciated, and recognized by the leadership, so that it can inspire students and teachers to achieve far superior results. Based on the experience experienced by the teachers at SDS Santa Lucia Sei Rotan Principal, after several changes of school principals, it was revealed that each principal has a different style and type of leadership. Administrators are required to have the ability to be able to make decisions quickly,

Some of the problems seen by the Head of SDS Santa Lucia Sei Rotan, are problems identified by students and teachers. Matters related to violations of discipline by students at school include low parental assistance for their children, there are still many students who lack discipline, for example, arriving later than expected, often fighting at school, not wearing neat and complete clothes. . Other issues that are seen by the principal are issues originating from the climate around the school such as competition between schools and the relationship between the school and the environment around the school.

Fundamental (substantive) problems that usually arise to improve student achievement in schools are related to Human Resources (HR) for both teaching and educational staff, including the commitment and ability of those who are low. As stated by Eti Rochaety (2005) that the factors that can influence decision making consist of, a

person's position or position, current problems, situations, conditions, and goals to be achieved. Decision making by the principal also involves all components of the school in formulating and identifying student achievement problems. By way of the school principal always holds a meeting / meeting on the decisions to be taken except for urgent decisions that must be executed at that time.

By looking at what is happening in organizations, especially educational organizations or schools, it can logically be said that quality outputs and outcomes are not produced by careless actions, but actions that are chosen from among the many existing alternatives. Determining the chosen action is a decision-making process, thus the quality of an institution starts from how the decision is made.

II. Research Method

The research was conducted at SDS Santa Lucia Sei Rotan and the research started on May 24-26 2023. The subjects in this study were 15 class teachers. While the object of this research is the principal's decision-making policy by using a comprehensive rational model. The type of research used in this research is descriptive research with a quantitative approach. Descriptive research is research that seeks to describe a symptom, event and event that is happening at the present time where the researcher tries to photograph the events and incidents that are the center of attention to then describe them as they really are.

Based on the type of research used by researchers, the stages of research conducted by researchers are as follows:

1. Collecting data

At this stage the researcher conducted observations/surveys at the research site for 2 days starting on May 24 2023. The researcher made observations regarding the problems to be studied, namely regarding the policy of the school principal in making decisions.

2. Classification

At this stage the researcher groups observational or survey data regarding decision-making policies and comprehensive rational model theory.

3. Analysis

At this stage the researcher analyzed the relationship between the principal's decision-making policies and the use of a comprehensive rational model.

4. Conclusion

Based on the data acquisition and analysis that has been carried out by the researcher, at this stage it determines how to make decisions at SDS Santa Lucia Sei Rotan.

5. Report

This stage is the last stage of a series of research activities. At this stage the researcher compiled a report from the results of the initial research to the end.

The data analysis technique used in this study is quantitative data analysis in descriptive form with a percentage technique to see the increase that has occurred. According to Endyanato and Harumurti (2014: 292) to determine the acquisition value in each cycle is determined by the formula:

$$\text{Nilai} = \frac{\text{Jumlah skor penilaian}}{\text{Jumlah skor maksimal}} \times 100$$

With the following criteria:

No	Percentage	Criteria
1	90 – 100	Very good
2	80 – 89	Good
3	65 – 79	Enough
4	55 – 64	Not enough
5	< 55	Very less

III. Result and Discussion

Decision making is basically a form of selecting from several alternative actions that may be chosen, the process is through a certain mechanism in the hope that it will produce the best decision. As well as how to develop logical relationships that underlie decision issues into a mathematical model, which reflects the relationships that occur between the factors involved. If the decision-making process is integrated, it will lead to integrated processes including: formulating problems, identifying problem alternatives, determining criteria, testing alternative solutions, choosing the best alternative solutions and implementing the decision results. In practice, there are times when the process is carried out by leaders without going through a proper range of decision-making processes.

In this study using a comprehensive rational policy model in the context of truly rational decision-making must follow the following sequence:

- 1) Policy makers are faced with a particular problem that can be isolated from other problems which are considered to have greater significance than other problems.
- 2) Based on the existing problems, objectives and values are then selected and arranged in order of importance.
- 3) Determine or compile a list of all possible ways or approaches that can be used to achieve goals.
- 4) Examine and evaluate the consequences of each policy alternative.
- 5) Each alternative is compared with each other its consequences.
- 6) Policy makers choose the best alternative, whose consequence value is the most suitable (rational) with the goals that have been set. The rationalist model is conceptually quite simple.

Guided by the matters above, the following are the results obtained from conducting research using a questionnaire instrument on policy analysis for school principals using a comprehensive rational model.

Items	Gain Score	Max Score	Percentage (%)	Category
1	15	15	100	Very good
2	13	15	86	Good
3	15	15	100	Very good
4	15	15	100	Very good
5	15	15	100	Very good
6	6	15	40	Very less
7	13	15	86	Good
8	15	15	100	Very good
9	14	15	93	Very good
10	15	15	100	Very good

11	15	15	100	Very good
12	14	15	93	Very good
13	15	15	100	Very good
14	15	15	100	Very good
15	15	15	100	Very good
16	13	15	86	Good
17	11	15	73	Enough
18	15	15	100	Very good
19	15	15	100	Very good
20	15	15	100	Very good

The table above can be described as follows:

1. Of the 20 question items, 15 items were obtained in the very good category
2. Of the 20 question items, 3 items were obtained in the good category
3. Of the 20 question items, 1 item was obtained in the sufficient category
4. Of the 20 question items, 1 item was obtained in the very less category

Based on the result data in tables and descriptions, we can analyze that of the 20 question items there are 15 statements that get a very good category, which means that the implementation of the school principal in making decisions is very accepted by the teachers and also the head has carried it out properly and is structured in the decision-making process . Furthermore, 3 items were in the good category, which means that from the 3 questions in several activities or matters the principal did not carry it out or lacked consideration so that in some samples the principal felt that the principal was not critical in addressing a matter. Then 1 item with sufficient category,

The following is the overall data acquisition:

Number of Items	20
Overall Gain Score	279
Overall Maximum Score	300
Overall Percentage %	93
Category	Very good

Then it can be described that the total score for the acquisition of 20 question items with a percentage of 93% and is categorized as very good, which means that the implementation of the school principal in making decisions using a comprehensive rational model has been carried out very well and is in accordance with the conditions and situations in the school environment, it's just that it needs some the principal needs to reach back to things that were not touched before, this aims to evaluate and correct some of the deficiencies that still exist.

3.1 Discussion

Decision-making policies implemented by the school principal must be carried out with the stages of observation, data collection, planning and identifying problems related to education in schools, then conducting deliberations among teachers, to make a policy or decision, the principal conducts approach activities - an interpersonal approach to teachers to carry out organizing activities, supervision as a controlling activity carried out by the

principal as outlined in the teacher's work assessment, to increase the potential of the principal teacher to participate in teachers in training activities and competitions.

Decision-making policies carried out by the school principal must encourage the realization of the school's vision and mission through planned and gradual programs. The principal as a decision maker must have and understand the competence of the principal,

1. Personal competence, namely having a noble character, developing a culture and tradition of noble character and being a role model for the character of a leader's personality. Have personal integrity as a leader. Have a strong desire to develop themselves as a school principal. Be open in carrying out their main duties and control function in dealing with problems in their work as school principals, have talent and interest in positions as school principals.
2. Managerial competence prepares school plans for various levels according to needs.
3. Having an entrepreneurial spirit, namely creating innovations that are useful for school development, working hard to achieve school/madrasah success as an effective learning organization. Have a strong motivation to succeed in carrying out their duties and functions as a leader who never gives up and always seeks the best solution in facing the school. Have an entrepreneurial instinct in managing school/madrasah product/service activities for student learning resources.
4. Carry out supervision, namely planning an academic supervision program in order to increase teacher professionalism.
5. Social work, must cooperate with other parties for the benefit of the school. Participate in community social activities. Minister of Education Regulation No. 28 of 2010.

Decision-making policies carried out by school principals that are guided by educational competencies will produce a decision to improve teacher performance. Schools that are given school-based autonomy with the intention that the principal can compile, implement and make decisions on school programs that are in accordance with the school community. Decision making is a reflection of the principal's attitude as a leader, this cannot be separated from the quality and performance of the principal. According to Whitmor (Syarwani, 2016) said that performance is a person's potential, an act, an achievement, a public exhibition of skills.

Based on the results of the decision-making policy research carried out by the principal at SDS Santa Lucia Sei Rotan, it is in accordance with the principles of one of the decision-making models, namely the comprehensive rational model. This can be seen from the processes and stages carried out by the principal in making decisions, namely the stages of observation, data collection, planning and identifying problems related to education in schools, then conducting deliberations among teachers, to adopt a policy. , carrying out interpersonal approaches to teachers to carry out organizing activities, providing bright ideas and ideas, involving teachers in training activities and competitions.

IV. Conclusion

The results obtained from the 20 question items were 15 statements that received very good categories, 3 items in the good category, 1 item in the sufficient category, 1 item in the very poor category and described the total acquisition score of 20 question items with an overall acquisition score of 279 percentage 93% and categorized as very good. The acquisition of this score indicates that the decision-making policy using a comprehensive rational model at SDS Santa Lucia has been carried out very well by the principal, only needing to improve the implementation of several question items when in the decision-making process. So with the acquisition of these data, of course, the head already

understands the analysis and of course already knows what actions will be taken in the future to improve decision-making policies in schools. So with the knowledge of the results of this research, it is hoped that the principal and all readers can make this research a learning material to improve actions or implementation in decision-making and can also make a comprehensive rational model as reference material in determining decision-making models.

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