
THE IMPLEMENTATION OF THE MAIN DUTIES AND FUNCTIONS OF THE SCHOOL PRINCIPAL FOR THE COMPUTER-BASED NATIONAL ASSESSMENT

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Abstract

A principal is a teacher who is given the additional duty of being the highest leader in an educational institution and has to be responsible for everything related to the smooth running of the school for the realization of the school's goals. Furthermore, the main duties and functions of the principal are the primary obligations of a person who serves as a school principal to achieve national education goals, especially the *ANBK* [Computer-Based National Assessment] implementation at the elementary school level. This research aimed to analyze and describe the implementation of the main duties and functions of the school principal in the 2021 *ANBK* in Gugus V SD Kediri District, Tabanan Regency. This research used a qualitative method. In collecting data, the researcher used observation, interviews, and documents. The research results showed the main duties and functions of the school principal for the *ANBK* are managerial, entrepreneurial, and supervisory.

Keywords: assessment, main duties and functions, principal

Introduction

A country is said to be advanced if education in the country is developing rapidly and adequately. To improve the quality of education in a nation, quality human resources, and supporting infrastructure are needed to form a quality educational process (Muazza et al., 2023; Mukminin & Habibi, 2019; Mukminin et al., 2019; Prasojo et al., 2018). Law Number 20 of 2003 stated that education is a conscious and planned effort to create a learning atmosphere and learning process so that children or students can actively develop their potential to have spiritual strength in religion, self-control, personality, intelligence, and noble character, as well as the skills needed by himself, society, and the country.

As a system that aims to develop student potential, the national education system must be able to adapt to developments in science and technology. In the current era of transformation of 21st century education, currents of change require students to master various essential life skills to face

numerous challenges. This expectation is inversely proportional to the current state of Indonesian education. As the 2018 Indonesia Program for International Student Assessment (PISA) showed a decrease in the performance of Indonesia's PISA average score in the three categories assessed, namely literacy (reading), mathematics (numeration), and science performance compared to 2015. The scores average in the reading literacy category was from 397 to 371, and math skills (numeration) was from 386 to 379. Meanwhile, in the science performance category was from 403 to 396. Additionally, the Organization for Economic Co-Operation and Development (OECD) (2018) stated that Indonesian students' scores for reading literacy were still below the world average (487), and scores for mathematics and science were 489. Based on these results, the scores for literacy skills, Indonesian students' mathematics, and science are still low. Thus it is necessary to improve the assessment system to encourage an increase in the quality of learning in schools (OECD 2018; Rakimahwati et al., 2022).

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Based on this, the government, in this case, the Ministry of Education and Culture, expects an increase in student competency achievement that not only masters subject matter but also skills and attitudes. One of the policies set out to improve the quality of education in the assessment section is to remove the implementation of the national exam (UN) and replace it with a policy designed as a measuring tool, namely the National Assessment (AN), to find out the achievement of competencies that students must master (Ministry of Education, Culture, Research, and Technology, MoECRT, 2021). The implementation of this national assessment uses an online system that requires a high or semi-online internet connection to view and answer questions.

The executor of the National Assessment is an institution that has the duties and responsibilities to carry out the technical principles of the National Assessment at the central, provincial, district/city levels, Indonesian educational units, and schools abroad. In terms of requirements, the suitability of the implementation of the minimum competency assessment in schools is based on conformity criteria that are measured from several aspects, including qualified infrastructure, availability of teachers, protocols, and technicians, availability of adequate electricity and internet networks, and mental readiness of students in online or semi-online mode, independently or participating elsewhere. In addition, the implementation of the National Assessment is in the transitional phase of the COVID-19 pandemic, so its implementation in 2021 must comply with strict health protocols that require careful handling and preparation by the leading executors of the assessment, namely educational units led by school principals.

Thus, as the spearhead of implementing computer-based national assessments, school principals have a tough job for success in the program. In connection with the implementation of ANBK, the principal, as a leader in the education unit, has a function in terms of data collection of participants and supervisors, preparation, and synchronization, implementing AN, monitoring,

evaluation, and reporting. The Regulation of the Minister of National Education number 6 of 2018 states that the school principal's workload is full to carry out basic managerial tasks, develop entrepreneurship, and supervise teachers and education staff.

The purpose of carrying out these basic tasks is to develop schools and improve school quality based on 8 (eight) national education standards. Managerial competence is needed in planning, organizing, implementing, and supervising that can manage and utilize all the potential of existing schools so that they can function optimally in supporting the achievement of school goals. Lilawati (2020) conveyed that education is a shared responsibility not only for the government but also for schools (teachers) and families (parents). Parents' role in this learning system cannot be denied. The government's efforts to advance education will not be optimal if there is no integration between formal education and parents, as students' closest environment.

As a new policy, the computer-based national assessment has received various responses from the public and educational organizations. Heru Purnomo, the Secretary General of the Indonesian Federation of Teachers (Luxiana, 2021), stated that many people feel that ANBK is the same as UNBK. In addition, infrastructure and network problems and the readiness of students to manage computers are obstacles to the implementation of ANBK for schools in the regions. Furthermore, if ANBK is forced, the data to determine the level of quality of education in Indonesia will be invalid. Moreover, ANBK is used as the basis for evaluating Indonesian education.

Likewise, during the initial observation in elementary schools in Gugus V, Kediri District, to the principal, teachers, and parents of students on the national assessment, there were various obstacles faced by schools and numerous responses from parents of students. Based on this, the researcher is interested in knowing more deeply about what steps are taken by the principal to implement the main duties and functions and how are the parents' responses in implementing the Computer-Based National Assessment (ANBK) at the elementary school level in Gugus V, Kediri District, Tabanan Regency.

Review of Related Literature

Principal

The Regulation of the Minister of National Education Number 6 of 2018 states that the principal is a teacher who is given the duty of leading and managing education units which include kindergartens (TK), special kindergartens (TKLB), elementary schools (SD), special elementary school (SDLB), junior high school (SMP), special junior high school (SMPLB), senior high school (SMA), vocational high school (SMK), special high school (SMALB), or school Indonesians Overseas.

The principal is a teacher's functional staff with the duty of leading a school where the teaching and learning process is held or where there is an interaction between the teacher and the students who give and receive the lesson. The purpose of leading is leadership, namely the ability to mobilize internal and external resources to achieve school goals more optimally (Priansa & Somad, 2014). According to Wahjosumidjo (2007), the principal is a person who has power and influence in determining teaching and learning activities at the school. Life in the school is regulated in such a way through the leadership of a school principal. From some of these opinions, the principal is a teacher who is given the additional duty of being the highest leader in an educational institution and

is responsible for everything related to the smooth running of the school for the school's goals realization.

Main duties and functions of the school principal

Schools are led by school principals who have a strategic role in improving teacher professionalism and the quality of education in schools. The principal as a leader must be able to encourage the emergence of a strong will with enthusiasm and confidence in teachers, staff, and students in carrying out their respective duties and provide guidance and directing teachers, staff, and students, as well as providing encouragement, spurring and standing in front of progress and providing inspiration in achieving goals (Pont et al., 2008).

Isnanto (2023) argued that main duties or tasks and functions are two parts that are interrelated and carried out simultaneously. The main duty is the primary obligation that must be carried out as a person's responsibility by the complexity of the position to achieve a goal. Meanwhile, the function is the main duty embodiment in a particular field to achieve a goal. The function is also defined as a group of activities or work of the same type when viewed from the nature or implementation. If it is related to the school, then the main duties and functions are the primary obligations of someone who serves as the head of the school to achieve national education goals, especially in ANBK implementation at the elementary school level.

The principal's duties and functions must also refer to the Regulation of the Minister of National Education Number 19 of 2007, including program planning, the implementation of work plans, a supervisor and evaluator, and school leadership in the school information system. Whereas The Regulation of the Minister of Education and Culture (*Permendikbud*) Number 6 of 2018 states that the workload of school principals is entirely to carry out basic managerial tasks, entrepreneurship development, and supervision of teachers and education staff. These basic tasks are to develop and improve school quality based on 8 (eight) national education standards.

Managerial competence is needed in planning, organizing, implementing, and supervising that can manage and utilize all the potential of existing schools so that they can function optimally in supporting the achievement of school goals. The dimensions of entrepreneurial competence are creating innovation, working hard, having strong motivation, never giving up and always looking for solutions, and having an entrepreneurial instinct in managing school/madrasah production/service activities. Principals are required to have entrepreneurial competencies included in the Regulation of the Minister of National Education Number 13 of 2007 as school principals who carry out their role as supervisors. This supervision means supervising schools to help teachers and other education staff improve the quality and effectiveness of education and learning.

Assessment

In the learning process, an assessment is carried out by teachers to provide various information about students' learning processes and the results that have been achieved (Shofiyah & Sartika, 2018). It means the assessment is not only aimed at mastering one field but general and includes aspects of knowledge, skills, attitudes, and values. According to Poerwanti et al. (2008), learning assessment is the process of obtaining information in any form as a basis to make decisions about students regarding the curriculum, learning programs, school climate, and school policies. Decisions about these students include how the teacher manages to learn in the classroom, places

students in different learning programs, the level of assignments for students according to their abilities and needs, guidance and counseling, and suggestions for further research. Based on this understanding, assessment is a measurement process that is carried out systematically and continuously to evaluate student learning outcomes. The national assessment is a program for assessing the quality of each school, madrasah, and equality program at the elementary and secondary levels. The quality of the education unit is assessed based on the basic student learning outcomes (literacy, numeracy, and character), the quality of the teaching-learning process, and the climate of the education unit that supports learning. This information is obtained from the Minimum Competency Assessment (AKM), Character Survey, and Learning Environment Survey (Ministry of Education and Culture, MoEC, 2021).

The implementation of *ANBK* uses an online or semi-online system. Implementation of *ANBK* is a shared responsibility between the government, regional governments, and Indonesian representatives abroad. Meanwhile, *AN* executor consists of executors at the central level, provincial level, district/city level, and education unit level executors. The *AN* executors at the education unit level are formed by each educational unit which has the following tasks.

- Conduct outreach to educators, students, parents or guardians of students, and other communities regarding *AN* policies and technical implementation of *AN*.
- Planning the implementation of *AN* in their respective educational units.
- Verify the data of potential *AN* participants and report it to the district/city or provincial level executor under their authority.
- Carry out *AN* implementation simulation/trial according to the schedule determined by the Central Level Executor.
- Determine the place or room for the assessment (the place or room for the assessment can be determined at the location of the implementing education units or other places that meet the requirements for facilities and infrastructure and other requirements for the implementation of *AN* considering the health protocol.
- Propose the number of sessions per day to the district/city or provincial education office.
- Participate in *AN* simulation for educational units with independent status according to a predetermined schedule.
- Participate in *AN* rehearsal and be able to include selected students as samples according to a predetermined schedule.
- Ensure students who take *AN* are participants that have been determined by the Ministry.
- Ensure that the participants referred to in letter h are present on time and follow the entire *AN* implementation schedule.
- Implement health protocols under the guidelines for organizing early childhood education during the Covid-19 Pandemic.
- Convey information about student participation in *AN* to parents/guardians of students.
- Organize the process of teaching and learning activities during the implementation of *AN* for students who are not part of the *AN* sample.
- Replace the main participants with reserve participants if the main participants are unable to attend the assessment, a maximum of a specified number of reserved *AN* participants, no more than 15 minutes before the *AN* implementation on the first day.

- Ensure that all educators and heads of education units fill out surveys of the learning environment independently according to a set schedule.
- Assign proctors and technicians and ensure that they have attended the training.
- Implement and ensure that health protocols are available in their educational units.
- Follow the provisions issued by the education office for education units organized by the local government or the office of the Ministry of Religion for education units under the guidance of the Ministry of Religion in the application of sharing resources between schools in the implementation of *AN*.
- Prepare and finance the transfer of *AN* participants for *AN* participants who board with other educational units.
- Implement *AN* and ensure conformity of its implementation with *POS AN*.
- Record and report incidents that are not under *POS AN*.
- Make minutes of *AN* implementation in education units.
- Ensure security and order in the implementation of *AN*.
- Carry out the rules for the implementation of *AN*.
- Fund the preparation and implementation of *AN* in-education units.
- Develop a follow-up program for *AN* results.
- Submit reports on *AN* implementation to district/city or provincial level executors under their authority, specifically for Indonesian schools abroad and the local RI Representatives. (Curriculum Standards and Education Assessment Agency, 2021)

Based on this description, what is meant by the Computer-Based National Assessment (ANBK) in this research is an assessment program carried out by the Ministry of Education, Culture, Research, and Technology to measure the quality of each school/madrasah/and equality program at the primary and secondary education levels using computer media or laptop with an online system.

Methodology

This research is qualitative. It means the data collected is in the form of words, pictures, and not numbers. This research produces descriptions in speech or writing and observes behavior from the people (subjects) themselves (Furhan, 1992). Afterward, the research site was the elementary school level education unit in Gugus V, Kediri District, Tabanan Regency, which were SD Negeri 1 Pandak Bandung and SD Negeri 1 Pandak Gede. The selection of elementary (SD) was by purposive sampling.

Primary data sources in this research were obtained by conducting interviews with school principals regarding the implementation of the main duties and functions that had been carried out related to *ANBK* as well as observing the readiness of supporting facilities and infrastructure, and human resources in implementing *ANBK*. Meanwhile, secondary data was obtained by conducting interviews with *ANBK* executors in schools, namely proctors, school technicians, and teachers, and by studying documentation of *ANBK* preparation, implementation, and reporting documents.

Data collection techniques in this research used interviews, observation, and documentation. Furthermore, to measure the validity of the data in this research by triangulation. Sugiyono (2013) stated that triangulation is a collection technique that combines various data collection techniques and existing data sources. If the researcher collects data by triangulation, the researcher collects data

that simultaneously tests the credibility of the data, namely checking the credibility of the data using various data collection techniques and various data sources. Technical triangulation means the researcher uses different data collection techniques to obtain data from the same source. In this research, the researcher used participatory observation, in-depth interviews, and document for the same data source simultaneously. Source triangulation means getting data from different sources using the same technique.

This research used the data analysis technique of the Miles and Huberman model. It is also known as the interactive data analysis technique where data analysis is carried out interactively and continues continuously until complete so that the data is saturated. According to Miles and Huberman's model, the data analysis process is data reduction, data display, and conclusion drawing/verification (Sugiyono, 2013).

Results and Discussions

This research is to describe the implementation of the main duties and functions of school principals in carrying out Computer-Based National Assessments (ANBK) at the elementary school level at SD Negeri 1 Pandak Gede and SD Negeri 1 Pandak Bandung in 2021 by interviewing principal, education staff, ANBK executors, students, parents, committees as well as document studies and observations.

Main managerial duties and functions

As the executor of the National Assessment at the education unit level, the school principal has the duty and responsibility for conducting outreach to educators, students, parents or guardians of students, and other communities regarding AN policies and technical implementation of AN. This duty was carried out by Gusti Made Sedana as the principal of SD Negeri 1 Pandak Gede which was revealed in an interview with the researcher, who stated,

“After receiving socialization from the ANBK executors in Tabanan Regency, we invited students, parents, and the committee to convey government policies that carry out national assessments at the basic education level. It is important to disseminate this to all school members so that we have the same views we can work together to make the ANBK implementation successful. We carried out the socialization on August 28, 2021, at SD Negeri 1 Pandak Gede.” (HW 1.8)

Diah Safitri's confession was strengthened by the results of a research document study on archives of invitation letters that had been recorded in the exit letter agenda book of SD Negeri 1 Pandak Gede and the presence of meeting minutes. The principal of SD Negeri 1 Pandak Gede carried out this socialization activity based on the confessions of several parents of fifth-grade students and committee members in interviews with researcher. Likewise, when Agung Mahardika, the principal of SD Negeri 1 Pandak Bandung was asked "Have you socialized the implementation of ANBK?", he answered that after the school principal received socialization from the ANBK executor in Tabanan Regency, then invited students, parents, and committee members to convey policies government that would carry out a national assessment at the basic education level. The most important thing to socialize is the technical implementation of AN so that the school, parents, and

the community, which in this case is represented by the school committee, has the same views so that later cooperation and mutual support will be built in the implementation of *ANBK* (HW 9.7). This statement was justified by the committee chairperson of SD Negeri 1 Pandak Bandung, as expressed in interviews with the researcher that,

“The school principal has conducted socialization by inviting us as committees, educators, students, and parents of students regarding what *ANBK* is, its objectives, participants, and technical implementation. “ (HW 4.5)

The statement on the implementation of the *ANBK* socialization at SD Negeri 1 Pandak Bandung was strengthened by the results of a document study that the researcher carried out on the administration of socialization invitation letters with number: 005/09/SD/2021 regarding socialization invitations which had been recorded in the exit letter agenda book at SD Negeri 1 Pandak Bandung. The managerial function is an important function of the school principal because they are required to be able and reliable in managing every activity and device within the school environment (Efendi, 2016). Furthermore, the managerial function of a school principal has a positive influence on the overall school activities and apparatus.

Based on this description, the principal of SD Negeri 1 Pandak Gede and the principal of SD Negeri 1 Pandak Bandung have carried out their duties as implementing the work plan at the point of managing school and community relations in the context of seeking support for ideas, learning resources, and school financing. One of the duties of the school principal as managerial is to prepare school plans and manage school finances with the principles of accountable, transparent, and efficient management. This duty is an elaboration of the determination of the school's vision, mission, and goals accompanied by funding sources. The cost of education is an essential element in the education sector, such as schools managed by the government and private sector. Masrukin (2019) stated that sources of school income include 1) funds from the central or regional government, 2) funds from the public, 3) self-help funds, and 4) other legitimate sources.

SD Negeri 1 Pandak Gede and SD Negeri 1 Pandak Bandung received funding from the government in the form of *BOS* funds. Based on the Regulation of the Minister of Education and Culture Number 6 of 2021 concerning Technical Guidelines for Managing Regular School Operational Assistance Funds Chapter V Article 12 (1), schools use Regular *BOS* Funds to finance the operations of implementing education in schools including the components of acceptance of new students, library development, implementation of learning and extracurricular activities, implementation of learning assessment and evaluation activities, administrative implementation of school activities, professional development of teachers and education personnel, power, and service subscription financing, maintenance of school facilities and infrastructure, provision of learning multimedia tools, organizing activities to increase the competence of expertise, organizing activities to support graduate absorption, and/or payment of honorarium.

The financing of the implementation of *ANBK* is one of the priority school work plans funded in the School Activity Plan and Budget (RKAS) revealed by the principal of SD Negeri 1 Pandak Gede (HW 1.1.3), who stated that every year the principal prepares a school work plan and the implementation of *ANBK* becomes one of the priority work programs that will be funded in the RKAS in terms of preparing facilities and infrastructure, purchasing health protocol equipment, preparing ATK, and preparing consumption from preparation to implementation of *ANBK*, as well as fees for *ANBK* executors.

It was confirmed by Diah Safitri as treasurer of BOS SD Negeri 1 Pandak Gede who revealed that the implementation of *ANBK* is a priority for financing in the *RKAS* through the post of preparing facilities and infrastructure, purchasing health protocol tools, preparing *ATK*, preparing consumption from preparation to implementation of *ANBK*, and the honorarium of *ANBK* executors. Likewise, what was expressed by Agung Mahardika, the principal of SD Negeri 1 Pandak Bandung in an interview with the researcher, stated,

“Implementation of *ANBK* at the elementary school level is our priority work plan in terms of preparing facilities and infrastructure, purchasing health protocol equipment, preparing *ATK*, preparing consumption from preparation to implementation of *ANBK*, as well as fees for implementing *ANBK* so that this activity must be included and funded in the school activity plan and budget.” (HW 9.3)

This statement was confirmed by Sukmadewi, a technician at SD Negeri 1 Pandak Bandung (HW 1.7.3), who revealed that the principal of SD Negeri 1 Pandak Bandung prepared a schoolwork plan this year prioritized the implementation of *ANBK* to be funded in the *RKAS*. The statements of the two school principals were corroborated by the results of a documentation study of the School Activity Plan and Budget which included the implementation of *ANBK* in the components of implementing learning assessment and evaluation activities. This description is under the National Assessment Implementation Post Chapter VII point 3, which states that *AN* costs in the Education Unit are budgeted through School Operational Assistance (BOS) and Educational Operational Assistance (BOP) funds. From the description above, the Principal of SD Negeri 1 Pandak Gede and the Principal of SD Negeri 1 Pandak Bandung have implemented the main managerial duties in implementing *ANBK* in their respective schools by incorporating preparations for the implementation of *ANBK* into schoolwork plans and financed by *BOS* funds in the *RKAS* according to regulations.

The main managerial duties implemented by the school principal in the next *ANBK* are to manage teaching and education staff to utilize human resources optimally. Managing HR is described in the division of tasks and responsibilities of each HR for the successful implementation of *ANBK*. Educational staff who serve as school operators are assigned to verify data on prospective *AN* participant and determine *ANBK* executors and cross supervisors. Sedana, as the Principal of SD Negeri 1 Pandak Gede revealed that,

“Based on the results of the teacher's ability assessment in ICT mastery, through a teacher council meeting, we have determined the implementation of *ANBK* under the requirements specified and stipulated by the Principal's Decree. *ANBK* executors consist of 1) Ni Desak Gede Andriyani, S. Pd., was determined by the Decree of the Principal of SD Negeri 1 Pandak Gede Number: 800/08/SD/2021, 2) Technician: I Gusti Ayu Alit Diah Safitri, S.Pd., determined by the Decree of the Principal of SD Negeri 1 Pandak Gede Number: 800/09/SD/2021; Room Supervisor: Ni Nengah Seriani S.Pd.H. and Ni Made M Handayani, S.Pd. which was determined by the decree of the principal of SD Negeri 1 Pandak Gede Number: 800/10/SD/2021. The decree has included the duties and responsibilities of each executor.” (HW 1.13)

Likewise, Agung Mahardika, as the Principal of SD Negeri 1 Pandak Bandung stipulates that implementing *ANBK* is one of the requirements for schools participating in *ANBK*. It was expressed in his interview with the researcher who revealed that.

“We have determined the implementation of *ANBK* with deliberation by looking at the ability of educators and educational staff based on the conditions specified and stipulated by the Principal's Decree. *ANBK* executors consist of 1) Proctor: Ni Made Septariyani, A.Ma.Pust, determined by the Decree of the Principal of SD Negeri 1 Pandak Bandung Number: 824.3/18/SD/2021; 2) Technician: Ni Made Sukmadewi, A. Ma who was determined by the Decree of Principal of SD Negeri 1 Pandak Bandung Number: 824.3/19/SD/2021, Room Supervisor: Ni Made Sandiarti, S. Pd.H., and Ni Wayan Sukertiasih, S.Pd. who was determined by the Decree of the Principal of SD Negeri 1 Pandak Bandung Number: 824.3/20/SD/2021. Each executor's duties and responsibilities are listed in the decree.” (HW 9.12)

According to Aliyyah (2018), the management of teaching and education staff is an activity of managing teaching and education staff that must be carried out starting from the teaching and education staff entering the educational organization until they finally stop through the process of HR planning, recruitment, selection, placement, compensation, awards, education and training/development, and discharge. Based on the description above, the principal of SD Negeri 1 Pandak Gede and the principal of SD Negeri 1 Pandak Bandung have managed the teaching and education staff as *ANBK* executors starting from recruitment, selection, placement, and training. Recruitment and selection start from holding meetings with the teacher council and seeing the ability of education and education staff in mastering technology. The placement is realized by giving the principal's decision letter as the *ANBK* executor, who will receive training before carrying out his duties.

In the implementation of *ANBK*, the principal of SD Negeri 1 Pandak Gede and the principal of SD Negeri 1 Pandak Bandung have carried out the duties to manage facilities and infrastructure through planning by compiling the *RKAS*. Procurement of facilities in purchasing laptops, health protocol tools, and electrical circuit equipment with BOS funds, and receiving grants for laptop facilities from the government. Inventory activities are carried out by giving the number and code of goods carried out by the *KIR/KIB* officer appointed by the school principal. Storage of *ANBK* facilities in a safe place which is in the principal's room, arrangement, and periodic maintenance of laptop facilities financed from *BOS* funds.

Main duties of entrepreneurship

To carry out the main duties of entrepreneurship, the principal must have entrepreneurial competence. Entrepreneurship is one of the mandatory competencies possessed by school principals, as covered in the Regulation of the Minister of National Education Number 13 of 2007 concerning Standards for School/Madrasah Principals. Furthermore, the dimensions of entrepreneurial competence include 1) creating innovation, 2) working hard, 3) having a strong motivation, 4) never giving up and always looking for solutions, and 5) having an entrepreneurial instinct in managing school/madrasah production/service activities.

The entrepreneurial competency that had been implemented by school principals in implementing *ANBK* in 2021 in Gugus V of elementary schools in Kediri District was creating innovation. According to Riadi (2020), innovation is a new change of ideas, ideas, practices, or objects/objects that are specific, intentional through planned programs, and designed to achieve definite goals. Innovation can be successful if the creation and implementation of new processes, products, services, and methods can produce effective and efficient quality improvement results.

The innovation developed by the school principal before the implementation of *ANBK* was to introduce students to how to operate laptops. It was to overcome the problem that most fifth-grade students as *ANBK* participants in 2021 could not use laptops. It was disclosed by the principal of SD Negeri 1 Pandak Gede to the researcher in the interview that stated to face obstacles, most of the students who could not operate laptops were overcome by providing training on operating laptops which consisted of 1) general introduction to computers to students, 2) computer use training for students, 3) using the *ANBK* application with guidance from school technicians and proctors. (HW 1.25.4). The implementation of the training on operating the laptop was justified by Diah Safitri, a technician at SD Negeri 1 Pandak Gede, who revealed that the principal of SD Negeri 1 Pandak Gede assigned technicians and proctors at SD Negeri 1 Pandak Gede to provide training on operating laptops to students (HW 2.25.4). It was supported by the recognition of several fifth-grade students at SD Negeri 1 Pandak Gede during interviews with researchers who said they had attended training on operating a laptop and a simulation of implementing *ANBK* at school guided by Mrs. Alit Diah Safitri and Mrs. Desak Andriyani.

Furthermore, the innovation of the Principal of SD Negeri 1 Pandak Bandung to overcome the problem that most of the fifth-grade students could not operate laptops. The problem of students' lack of ability to operate laptops as a medium to implement *ANBK* can be overcome by providing training on the basics of operating a laptop as well as a simulation of implementing *ANBK* to fifth-grade students outside the simulation/trial schedule set by the central executive face-to-face at school but with protocol strict health. This training is directly supervised by educators and education staff who can already operate a laptop, namely Ms. Made Septariyani and Ms. Sukmadewi, "said Agung Mahardika (HW 9.25.4) during an interview with researchers.

This research is consistent with research by Hutahaean et al. (2022). The results showed training in the use of the *ANBK* system carried out by the STMIK Royal Kisaran PKM Team at the private elementary school Panti Budaya Kisaran, Asahan Regency, providing insight into information technology, general introduction to computers with training and using the Computer-Based National Assessment System (*ANBK*).

Supervision of teachers and educational staff

Nurul et al. (2022) suggested that educational supervision implementation can be carried out using various techniques. Supervisors should choose the precise technique under the goals to achieve. Globally, techniques for improving educators' quality are classified into two, namely individual techniques (individuals) and group techniques. Individual supervision means that supervisors provide individual assistance to teachers or school principals using several techniques, such as class visits and observations, dialogue, visits between teachers, self-evaluation, newsletter supervisor, professional reading, and professional writing.

Group supervision means that supervisors assist groups of teachers or school principals by using several techniques, such as school staff meetings, new teacher orientation, laboratory

curriculum, committee, professional library, teaching demonstrations and simulations, workshops, field trips, panel discussion, training, and organization. The principal of SD Negeri 1 Pandak Gede and the Principal of SD Negeri 1 Pandak Bandung supervised the implementation of ANBK starting from pre-ANBK, implementation of ANBK, and post-ANBK but without using good instruments to collect data so that the data obtained was not accurate. The school principal has supervised and monitored every assignment of educators and educational staff at each ANBK stage informally by simply asking and observing the implementation of their duties.

Therefore, the principals of SD Negeri 1 Pandak Gede and SD Negeri 1 Pandak Bandung use individual techniques, namely by class visits and dialogue with the ANBK executor. Meanwhile, the group technique is carried out with staff meetings, committees, training, and organization.

Conclusion

Based on the results of data analysis and discussion in the previous section, the implementation of the main duties and functions of school principals in Gugus V elementary schools of the Kediri District in ANBK includes 1) the main managerial duties implemented in the activities of preparing school plans; managing teachers and staff in the context of optimal utilization of human resources; managing school facilities and infrastructure in the framework of optimal utilization; managing school and community relations in the context of finding ideas, learning resources, and school funding; managing school administration in supporting the achievement of school goals; managing school finances with the principles of accountable, transparent and efficient management, 2) the main duty of entrepreneurship is implemented by the school principal through innovative activities to introduce students to how to operate laptops before the implementation of ANBK guided by teachers who can already operate laptops, 3) the main duty of supervision is carried out by the school principal with individual techniques and group techniques.

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