



Fulfilling the needs of state primary school principals in Agats district, Asmat district

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Abstract

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The findings of this study provide valuable insight into the key elements in the principal recruitment process in the specified region. The aim of this research is to assess and examine the recruitment requirements of school principals in the Agats District, with particular emphasis on direct appointment, nepotism, and teacher shortages. An important finding found in this research relates to the existence of a phenomenon known as direct appointment, namely that a person is selected to serve as principal primarily based on age or seniority.

This research is qualitative research. This research was conducted in six public elementary schools in the Agats District, Asmat Regency, South Papua Province. Sources of data or information from sources are principals of state elementary schools, as well as the education office in Asmat Regency. Data collection methods, the author uses interviews and document study methods. The data analysis technique in this research uses Miles and Huberman's qualitative data analysis techniques through four stages of data analysis according to Morse, namely understanding, synthesizing, theorizing and recontextualizing.

These findings suggest that the principal selection process tends to prioritize seniority, which is determined by experience or a particular age group. While this system offers certain benefits in terms of guaranteeing expertise, it also raises difficulties regarding the leadership talents and innovation potential of younger or more diverse candidates. An encouraging observation shows that there is no nepotism in the principal recruitment process. This implies that the practice of transparency and openness in the selection process for leadership positions in Agats District will encourage the development of fair and ethical leadership. However, this research also reveals important obstacles related to the scarcity of educators in the region. This situation underscores the importance of implementing innovative strategies in order to effectively direct the recruitment process and obtain suitable candidates for the position of school principal. Addressing teaching staff shortages may require implementing innovative and flexible strategies.

Keywords: Principal, recruitment, strategy, selection, Agats district

Introduction

In careful educational planning and efficient school leadership, a study of anticipated demand, reasons for vacancies, and difficulties in recruiting public elementary school principals in Agats District, Asmat Regency is very important. In order to meet the shortage of public elementary school principals, it is necessary to know how many principals are needed in 2025 to 2029. This information is useful for planning steps to increase the number of qualified candidates for the position of public elementary school principal in the Agats District. What knowledge and skills are used to influence the stability of school leadership and it is important to know why the position of principal is vacant. There are several reasons for the vacancy of a public elementary school principal, namely the principal retiring, moving, or something else. Knowing the reasons for the vacancy allows for targeted interventions to minimize disruption and maintain effective school management. Further evaluation was conducted to see how well the principals met the current demands of public elementary school principals in the Agats District, it was important to look at the procedures used to search for and hire principals. This research contributes to the improvement of the education system as a whole by identifying the strengths and weaknesses of current procedures, which in turn allows improvements to the

process of selecting individuals qualified to lead elementary schools.

According to Article 12 of Minister of National Education Regulation no. 28 of 2010 concerning the assignment of teachers as school principals, a school principal is a teacher who has additional duties as a school or madrasa principal whose performance is evaluated cumulatively for four years and becomes the basis for the determination. In other words, the principal is a teacher who is given the authority to promote or demote other teachers (Wiyono, 2019). As a result of the implementation of these eight national standards, school principals are required to work professionally so that these standards have an impact on improving the overall quality of education. Therefore, a comprehensive understanding of the responsibilities of school principals, as outlined by the Minister of Education and Culture, is absolutely necessary. Maintaining high educational standards is a top priority, and to prepare for these assignments in an appropriate manner, careful planning is required (Sumintono, 2019) [33]. Therefore, it is important to plan not only the activities that will take place at the school but also for the school itself, both in terms of physical construction and facility design.

This planning is used to meet the needs of the school principal. Meeting the needs of school principals is a key factor in maintaining the quality of education in an educational institution. The school principal plays an

important role in ensuring all operational and academic aspects of the school run smoothly. Several sources describe various aspects of meeting principals' needs, including professional development, administrative support, and adequate human resources.

Principals of public elementary schools in Indonesia, especially in areas far from the capital, such as Agats District, Asmat Regency, face various challenges, including those related to access to resources and infrastructure, student enrollment and attendance, teacher recruitment and retention, as well as cultural and language differences among students and their families (Jawas, 2017). School principals have to face special difficulties such as insufficient funding and resources for school maintenance and development, a lack of qualified and experienced teachers, because of its less strategic location and inadequate transportation infrastructure, it is difficult for both students and teachers to travel to and from schools, concerns about the health and safety of students, especially students who may be targets of abuse, malnutrition, or disease, language barriers between the school and the surrounding community, and between students and their teachers (Bandur, 2018) ^[8].

Inadequate funding, lack of access to resources and infrastructure, limited educational facilities, and teacher shortages are just some of the challenges that the Ministry of Education in Indonesia has to face. Although principals of public elementary schools in rural areas can play an important role in solving some of these problems, they cannot solve all of these problems alone. However, principals of public elementary schools in rural Indonesia can contribute to finding sustainable solutions to some of the challenges faced by the education sector in Indonesia by collaborating with the Ministry of Education and other stakeholders in the education system. For example, they can work with the Ministry of Education to advocate for increased funding and resources for rural schools; building partnerships with local businesses and organizations to support school infrastructure and teacher training; and collaborating with school principals and other educators to share best practices and innovative solutions (Wati, 2022) ^[35]. Principals of public elementary schools in rural areas can contribute to both improving the overall quality of education and increasing the number of students who have access to that education by adopting a proactive and collaborative approach.

However, several problems also emerged in the selection and recruitment process in meeting the needs of state elementary school principals in Agats District, Asmat Regency. Problems in the selection and recruitment process arise because principals of state elementary schools are appointed directly and there is seniority in the selection of principals. Direct appointment and appointment based on seniority in the selection of school principals can result in several problems, including: 1) Direct appointment or seniority may not take into account the leadership qualities of the prospective principal. 2) The direct appointment process or based on seniority is not objective and fair. 3) Direct appointment or based on seniority can produce school principals who tend to maintain the status quo rather than seek innovation and change needed to improve the quality of education. 4) Direct or seniority-based appointment processes may cause dissatisfaction among staff and school communities who feel that decisions are

unfair or do not take their interests into account. There are several reasons why it is necessary to conduct research on the needs needed to answer research questions, namely:

1. If decision makers and educators in Agats District, Asmat Regency better understand the specific challenges faced by school principals in the region, they will be able to design more effective programs and policies to support education in the Agats District, Asmat Regency area.
2. To better direct the distribution of resources and funding to support education in Agats District, Asmat Regency, it is a good idea to first determine the requirements for school principals.
3. Research can be used to help identify best practices and strategies that have been successful in improving educational outcomes in other areas. These strategies and practices can then be adapted for use in Agats District, Asmat Regency and implemented there.
4. Improving educational outcomes requires developing culturally appropriate and effective programs and initiatives. It is important to have a strong understanding of the diversity of cultural and social contexts that exist in the Agats District, Asmat Regency. It is important to conduct research on the requirements of public elementary school principals in Agats District, Asmat Regency if we want to improve educational outcomes in the region and ensure that all students have access to the highest possible level of education (Sumintono, 2019) ^[33].

Education and training requirements for teachers and school principals are outlined in Minister of Education and Culture Regulation Number 6 of 2018 concerning the Assignment of Teachers as School Principals. This Minister of Education and Culture Regulation sets standards for school administrators, such as expanding the pool of qualified teachers and prospective administrators who can adapt to new policies and procedures.

Research methods

This research is qualitative research. The aim of qualitative research is to achieve a deeper understanding of human behavior, feelings and experiences through the use of inquiry methods known as qualitative research. It is a method of conducting research that does not rely on numbers, but rather seeks to describe and interpret phenomena within the confines of a particular setting. Qualitative research is a methodological approach that aims to explore and understand the complexity of human experiences, behavior and phenomena in their natural context. In this research, exploration is not only focused on one result but also opens up several possibilities that have occurred in the field. Qualitative research can be carried out through various approaches, including interviews, focus groups, observation, case studies and ethnography. Instead of numeric values, the data usually collected through this method usually takes the form of written or spoken words and language. The aim of qualitative research is to provide a comprehensive and in-depth explanation of the phenomenon being investigated. Researchers are able to investigate difficult social, cultural, and organizational issues that cannot be easily measured using quantitative research methods. This is possible with qualitative research methods (Creswell & Poth, 2016) ^[13]. In qualitative research,

researchers are often and very involved in the research process (Harahap, 2020). This allows researchers to cultivate close relationships with participants and gain an understanding of their experiences and perspectives. Therefore, qualitative research is especially useful for investigating sensitive or taboo subjects. In general, qualitative research offers a comprehensive and in-depth understanding of human experiences and phenomena, which is useful in various fields, including psychology, sociology, anthropology, and education.

Descriptive research is aimed at providing explanations of phenomena that occur in society in real terms based on results in the field. To process the data obtained the author decided to use several tools to help process the data. This type of research is accurate research because the data processed is original data that cannot be manipulated. As a result, descriptive methods can also be used to evaluate ongoing system developments in an organized manner (Soendari, 2012) [29].

Information collected for this study, including the number of students, review of the principal's performance and the principal's needs. As secondary data, data was obtained from interviews and questionnaire data given by the researcher to the informants. There is a clear case for using document data analysis in scientific research because the data is available and can help complete certain scientific projects. The data may be the result of an unprocessed survey, and additional analysis may produce useful results. The author also uses secondary sources, for example the results of population surveys and records of other government institutions, such as those kept at Disdik and Disdukcapil.

The authors of this study set out to identify an existing problem, zero in on its main components, and then use secondary data mining and open lines of communication with relevant stakeholders to better understand and explain the problem. Next, observations and interviews, which will be referred to as primary data in this investigation, is used to collect missing or insufficient data, and secondary data sources are used to confirm the accuracy of the collected data.

Research sites

This research was conducted in six public elementary schools in the Agats District, Asmat Regency, South Papua Province. Sources of data or information from sources are principals of state elementary schools, as well as education service staff in Asmat Regency. The research time is planned to be carried out for 6 months, namely June 2023 – October 2023. For data collection methods, the author used interviews and document study methods.

Data source

According to Sugiono (2013, page 244), conducting data analysis requires collecting information through interviews, field notes and documentation. This information is then compiled. This is achieved by categorizing information, describing it into units, synthesizing it, organizing it into patterns, determining which parts are important and which

must be studied, and drawing easy-to-understand conclusions. The data source in question is the research data source used by the author which was obtained through several verifications to ensure its authenticity and accuracy. The main sources of research referred to in the results of this paper are the results of interviews and documentary studies, and secondary sources come from previous research on the same topic that has been published.

Data collection techniques

The act of gathering information is critical to the success of any study. Data collection techniques refer to the methods and approaches used to collect information and data for research purposes. These techniques can vary depending on the nature of the research, research question, and type of data required. Data collection techniques can be broadly categorized into two main types: quantitative and qualitative. Qualitative research itself is a research approach used to understand and explore complex phenomena through rich and in-depth insights and interpretations. Qualitative data collection techniques focus on collecting non-numerical data, such as opinions, experiences, perceptions and behavior. Some common techniques for collecting qualitative data include “Interviews, Focus groups, observations, document analysis.

Data analysis technique

The data analysis technique in this research uses qualitative data analysis techniques according to Houghton, Shaw, and Casey (2015) which applies Miles and Huberman's qualitative data analysis strategy which is grouped into four stages of data analysis according to Morse, namely understanding, synthesizing, theorizing, and recontextualization.

Researchers collected data by interviewing, then the author organized the data based on informants. After being organized, the author gave initials to each informant. Then the writer makes marginal notes in the form of ideas or suggestions that emerge from the writer after reading and interpreting the entire text from the field notes. When reading and interpreting the text, the writer will filter only relevant information so that not all information is presented in the interview transcript. To ensure the validity of the data, the author's written results have gone through triangulation to verify the data obtained in the field with internal validity and external validity as well as checking for bias, and conducting in-depth interviews.

Results and discussion

Table 1: Number of Agats District Schools, Asmat Regency

Number	Level	The number of students	Number of schools
1	Elementary school	3,268 students	12

Based on data from the Agats District Education Office, Asmat Regency in 2023 there will be 12 elementary schools, with 6 public elementary schools and 6 private elementary schools.

Table 2: Public Elementary Schools in Agats District, Asmat Regency

Number	Public Elementary Cchool	The number of students	Number of Schools
1.	SD Negeri Mbait	424	1
2.	Mbait 2 State Preparatory Elementary School	149	1

3.	Inpres State Elementary School Per	112	1
4.	Inpres Syuru State Elementary School	524	1
5.	Inpres Briten Elementary School	84	1
6.	SD Inpres Uwus	122	1
Total		1.415	6

The research data that has been collected by researchers is through documentation activities and interviews. The data presented concerns projections Needs of Principals of State Elementary Schools, Agats District Education Service, Asmat Regency. The

presentation of data and research findings in this chapter is based on the research problem statement, namely how to project the sneeds of public elementary school principals in Agats District, Asmat Regency.

Table 3: Principal reduction variables

No.	Level	School		Principal reduction variable											Amount	
		Sn	Sb	X1	X2			X3	X4	X5	X6	X7	X8	X9		
					Pr.1	Pr.2	Pr.3									
	SD	6	0	0	1	0	5	0	0	0	0	0	0	0	0	6
	Amount	6	0	0	1	0	5	0	0	0	0	0	0	0	0	6

Formula PKPKS

$$PKPKS = \{(\sum Sb - \sum Sm) + \sum Xi\}$$

Information

PKPKS = Projected Need for Appointment of School Principals

$\sum Sn$ = Number of schools in year "n"

$\sum Sb$ = Number of new schools in years "n1 and n2"

$\sum Sm$ = Number of schools that merged or ceased operations in years "n1 and n2"

$\sum Xi$ = Reducing factor for the number of existing school principals ($X1 + X2 + X3 + X4 + X5 + X6 + X7 + X8 + X9$).

$X1$ = Quit at your own request, $X4$ = Promotion, $X7$ = permanent absence

$X2$ = Term of assignment ends, $X5$ = Disciplinary punishment, $X8$ = Study assignment;

$X3$ = Retirement age limit, $X6$ = Underperformance, $X9$ = Death.

The existing formation, which is determined by the number of educational units that require but do not yet have a definitive school principal, is used to project the need for the appointment of school principals in a region (district/city or province). Based on the current number of schools, the projected number of schools for the next two years, and the projected number of schools that will be regrouped, resulting in a decrease in the number of schools minus the current number of school principals due to (1) voluntary resignation, (2) end of assignment period, and (3) reaching the reassignment threshold, projections of the need for the appointment of school principals can be made.

The following formula must be applied to the data provided to obtain the Projected School Principal Appointment Needs (PKPKS)

$$PKPKS = (\sum Sb - \sum sm) + \sum Xi$$

1. Calculate $\sum Sb$ (Number of new schools in years "n1 and n2"):

$$\sum Sb = 0 + 0 + 0 + 1 + 0 + 5 + 0 + 0 + 0 + 0 + 0 + 0 + 0 + 0 + 0 + 0 + 0$$

$$\sum Sb = 6$$

2. Calculate $\sum Sm$ (Number of schools that merged or ceased operations in years "n1 and n2"):

$$\sum Sm = 0$$

3. Calculate $\sum Xi$ (reduction factor for the number of existing school principals):

$$\sum Xi = X1 + X2 + X3 + X4 + X5 + X6 + X7 + X8 + X9$$

$$\sum Xi = 0 + 0 + 0 + 1 + 0 + 5 + 0 + 0 + 0$$

$$\sum Xi = 6$$

Calculate PKPKS:

$$4. PKPKS = (\sum Sb - \sum sm) + \sum Xi$$

$$PKPKS = (6 - 0) + 6$$

$$PKPKS = 12$$

Therefore, there must be 12 school principals, as indicated by the PKPKS. Agats District, Asmat Regency Education Office needs to prepare 12 prospective elementary school principals consisting of 6 prospective principals of state elementary schools and 6 prospective principals of private elementary schools in order to meet future staff needs with qualified principals. There are several stages carried out by prospective school principals to become school principals, namely the administrative selection process, including qualification selection and competency assessment of school principals carried out after projected needs have been determined (Prastica, 2021). Candidates who pass the administrative selection are then selected through academic selection. The academic selection process consists of (1) recommendation from the proposing school principal and (2) recommendation from the supervisor, (3) performance assessment (DP3), (4) leadership paper, and (5) evaluation of leadership potential. Academic selection is carried out by assessors and master trainers who are coordinated by the Education Quality Assurance Institute (LPMP), the Center for Development and Empowerment of Teachers and Education Personnel (PPPPTK), and the Institute for Empowerment and Development of School Principals (LPPKS). Candidates who pass the academic selection will proceed to training or school principal training.

Accredited or government-appointed institutions carry out training under the supervision of LPPKS, PPPPTK and BPMP. Expert trainers lead the training, candidates who pass the training and become school principals will be given a certificate and NUKS. LPPKS is responsible for issuing a special Principal Identification Number. Candidates who have received principal and NUKS permission must still pass an acceptability assessment before they are hired. An acceptability assessment team, supervised by the district, city, or provincial Education Office, conducts the evaluation. Candidates who already have a certificate and principal identification number are proposed to be appointed

as principal if the results of the acceptance assessment are approved. District, city, or provincial education offices coordinate application, proposal, and appointment procedures. After that, the district or city education office will officially appoint and determine candidates who meet the requirements to occupy the position of school principal.

1. Projection of the Need for State Elementary School Principals in the Agats District, Asmat Regency for the next 4 years

The discussion focused on the projected needs for Principals of State Elementary Schools in Agats District, Asmat Regency, using the PKPKS formula. Data analyzed included the number of schools, types of schools, factors for reducing principals, and projected needs for principals. Basically, the projected need for school principals is calculated using the PKPKS formula which involves several variables, such as the number of new schools, merging schools, and factors for reducing existing school principals. In this case, the PKPKS calculation results show that the need for elementary school principals is 12 people. A total of 12 prospective school principals were divided into 6 private schools and 6 state schools so that the calculation of projected principals in the Agats Regency District used a ratio of 1: 1, which means that one prospective principal is for one school. This comparative calculation is carried out according to school conditions and makes the principal's role effective as a leader who has a direct impact on all activities in the school. Furthermore, the school principal selection process involves administrative and academic stages which include assessment of qualifications, competencies, performance, leadership papers, and evaluation of leadership potential. Prospective school principals who pass the academic selection will proceed to principal training under the supervision of an accredited or government-appointed institution. After completing the training, successful candidates will be given a certificate and NUKS (Unique School Principal Number).

Then, the candidate must pass an acceptability assessment before being hired. The acceptability assessment team, which is supervised by the Education Office, evaluates prospective school principals based on certificates, NUKS, and acceptability assessment results. Finally, the Regency or City Education Office officially appoints and determines candidates who meet the requirements to occupy the position of School Principal after going through the application, proposal and appointment procedures determined by the agency. In accordance with previous research conducted by Cahyono (2020) which stated that the professional attitude of a school principal is a crucial position in the sustainability of the organization and school with various aspects in improving the quality of education itself. The role of school principals who are supervisors, mentors, and developing the quality of education in schools is the result of selection and training obtained from various procedures and training that they undergo in the process of becoming school principals.

Thus, the entire process from projecting the needs of school principals to the official appointment of prospective principals requires a strict selection stage involving various institutions and assessors to ensure the leadership qualities required in Agats District, Asmat Regency.

2. Factors causing vacancies in the position of school principal in Agats District, Asmat Regency

In terms of the vacancy in the position of Elementary School Principal in Agats District, Asmat Regency, there are several key factors that determine the stability of leadership in this educational institution. In the last four years, a number of aspects that usually influence vacancies in school principal positions have not been very significant. First, the lack of cases of school principals resigning at their own request is a major highlight. In this period, no principals resigned, indicating that this reason was not the main cause of vacancies. This reflects the seriousness and commitment of school principals to their positions as well as their understanding of the importance of continued leadership in educational institutions. This statement is also supported by Utomo *et al* (2021) who also emphasize that the school principal is a representative of the school whose vision and mission are carried out to achieve the school's ideals and commitments.

In addition, changes in terms of service also play a role in job vacancies. Although several principals have had their terms expired, no replacements have been appointed. Future predictions suggest that for the next term, no headteachers will end their terms, indicating hope for further stability in school leadership. The retirement age factor is also an important consideration in appointing the position of school principal. There are school principals who will retire in the near future because they reach the age of 55-59 years, while the retirement age for school principals is 60 years. Although only one principal will retire, this indicates the possibility of a vacancy due to retirement. Nonetheless, this prospect leaves room for the appointment of new leadership. The hope for promotion also attracts attention. Although there have been no internal promotions in the four-year span, there are indications that one of the principals could be promoted in the next four years, indicating the potential for dynamic change in leadership. The stability of discipline in the work environment is reflected in the lack of disciplinary cases against school principals. This shows their commitment to performance and discipline in carrying out their duties as educational leaders. Regular and collective performance evaluation every four years is an important basis for maintaining or replacing leadership. In that time span, no principals had low performance, indicating that the evaluation supports stability in leadership positions.

The constant presence of the school principal in carrying out his responsibilities reflects order and firmness in ensuring the educational process runs smoothly. Over the past four years, no school principal has been absent from his responsibilities, adding stability to leadership continuity. The condition of there being no study assignments or placement in training positions within that time period indicates that there are no events that could trigger a job vacancy. This adds certainty about the impossibility of a position vacancy due to study assignment factors.

In the overall results of research and interviews, the stability of leadership in Agats District, Asmat Regency, in terms of the position of Elementary School Principal shows solid resilience and hope for continued leadership. With the lack of factors that usually influence job vacancies, future prospects show good stability in leadership at local educational institutions.

3. Recruitment and selection of elementary school principals in Agats District, to meet the needs of elementary school principals.

Recruitment of State Elementary School Principals in Agats District, Asmat Regency shows a pattern involving three crucial aspects, each of which has the potential to have a significant impact on the dynamics of leadership selection. One of them is the potential for nepotism, although there is no concrete evidence that confirms this practice occurs in recruitment. Nepotism refers to the granting of privileges to close relatives, often beyond considerations of qualifications and performance. While certain family members may be the best candidates, placing too much emphasis on personal relationships can undermine fairness and efficiency in the work environment. Additionally, direct appointment is emerging as an important aspect of recruitment. This process indicates appointment without selection based on qualifications and competencies, often influenced by external pressures such as political factors or urgent needs. While it may produce leaders who face enormous pressure to conform, it may also result in leadership that is ill-prepared or less suited to the demands of the school leadership role. Another aspect is seniority, which in some cases is the basis for selecting school principals. This approach focuses on years of service at the institution, often without considering qualifications and competencies. While offering stability and experience, this approach may reject more qualified but perhaps less experienced applicants at the institution.

In the overall recruitment process, practices such as nepotism, direct appointment, and selection based on seniority appear to have a significant impact on school leadership appointments. While factors such as seniority and immediate need may be taken into consideration, it is important not to overlook that the right qualifications and competencies should be a top priority to ensure effective and adaptive leadership.

The existence of these practices can disrupt the meritocracy system which should be the basis for selecting leaders in the field of education. This can reduce morale, fairness and efficiency in the work environment. However, it should be recognized that special situations within educational institutions may compel the adoption of these practices in filling leadership positions. It is important for related parties, such as the Education Department and parties involved in the recruitment process, to pay more attention to qualifications and competency aspects in selecting school leadership. Although the importance of seniority and urgent needs should not be ignored, the quality of leadership that is adaptive and responsive to the demands of the times is the key to educational success in the modern era. Having a selection process that is more transparent and based on qualifications and competencies can ensure that leadership in the education sector is occupied by individuals who have the capacity to face complex and diverse challenges. In this case, accommodating a school's unique needs does not have to come at the expense of standards and leadership qualities.

4. Challenges for Recruitment and Selection of Candidates for Principals of State Elementary Schools in Agats.

Principals of Public Elementary Schools in the Agats District face two main challenges that influence candidate selection. First, the lack of qualified applicants is a major

obstacle. Strict criteria such as academic credentials, teaching certifications, and a history of superior performance are difficult for educators to meet due to limited access to professional development opportunities. Inadequate infrastructure and geographic isolation act as barriers to teacher participation in required training. A comprehensive approach is needed by providing access to remote training, incentives for relevant training program participants, and encouraging teacher participation in remote areas to overcome this problem.

Second, the lack of suitable candidates for the position of principal is also a serious concern. The high number of candidates approaching retirement age and the lack of candidates at productive age is a challenge. A lengthy recruitment process risks creating vacancies in important positions in the education system. The Department of Education needs to encourage promising teachers to consider administrative roles during their prime teaching years, provide mentoring and leadership training programs, and plan a coordinated retirement transition to ensure smooth leadership succession. A focus on equitable access to training, strategic allocation of resources, and offering appropriate professional development is critical to creating a diverse, qualified, and regulatory pool of leaders and contributing to the improvement of the education system in the Agats District.

Education officials in Agats District, Asmat Regency, which includes many schools at various levels, monitor indicators such as retirement, end of term, poor performance and individual requests to begin the recruitment process. This first step ensures a proactive strategy to fill vacancies and maintain continuity of leadership at the school. After vacancies are opened, the relevant department in charge of education will begin to prepare proposals for potential new employees. Various sources are used as the basis for these suggestions, including the opinions of supervisors, school administration, and observers outside the classroom. This all-encompassing strategy is designed to ensure that potential leaders have the skills, knowledge and commitment to do their jobs well (Budiywono & Najamuddin, 2022) ^[10].

Not all applicants may meet the strict criteria, perhaps due to lack of academic qualifications or other factors, as recognized by the section. In this section, the lack of qualified and certified candidates is highlighted as a major obstacle. This reflects a systemic problem in education, as some applicants may not have the necessary managerial experience, certifications, or academic credentials. This section highlights the authorities' pragmatic approach, as they leveraged the talent they had and adapted their strategy to the needs of Agats District, Asmat Regency. Developing one's leadership skills is an important part of campaigning for top office. There may be a shortage of candidates with strong IT knowledge and managerial abilities, according to the piece. This highlights the broader need for ongoing professional development and training programs to equip aspiring school administrators with the knowledge and abilities they need to successfully lead today's schools, which are increasingly reliant on technological innovation and adaptable pedagogical strategies (Apanidi, 2019) ^[4].

To meet the critical need for effective school leadership, the Department of Education plays a critical role in this effort by identifying potential candidates, addressing challenges, and implementing strategic planning. The initial

preparations made were to give appreciation to every principal in schools in Agats District, Asmat Regency. Having elementary, middle, and high schools all under one roof highlights the need for strong administration. The Education Department continues to monitor job vacancies caused by things such as retirement, the end of a person's work period, or the need for better performance. The Department of Education prepares initial proposals for prospective candidates to facilitate a trouble-free leadership transition. Voluntary requests, performance evaluations, and suggestions from superiors and educational stakeholders were all carefully incorporated into the compilation of this proposal. This all-encompassing strategy is designed to ensure that the individuals selected have the knowledge, skills, and commitment to be effective school leaders. This is in line with the results of research found by Isjuandi (2017) where the direct appointment of school principals in a number of regions is indeed adjusted and cannot be generalized considering that the number of teachers is not large and is not evenly distributed in a number of regions when compared to large city areas.

The results of interviews with the Asmat District Education Office admitted that it was difficult to recruit qualified primary school principal candidates. These difficulties are a direct result of the laws and regulations imposed on schools. Candidates must meet academic requirements, which include a bachelor's degree, teacher certification, certain standings, and a history of exceptional performance. Difficulties arise from a variety of situations that may arise, such as a scarcity of qualified applicants in a particular area due to geographic constraints. The Department of Education has taken a practical approach to solving this problem. This includes recognizing that some applicants may not have all the required qualifications. To fill gaps and prepare promising candidates for leadership roles, an adaptive approach requires individualized training and development programs. Isjuandi (2017) also emphasized the need for evaluation of teachers who are being prepared to be trained to become school principals, although this is not a series of obligations considering that the number of school principals throughout Indonesia does not go through the same process. The scarcity of candidates with the necessary skills in information technology and leadership qualities presents a significant obstacle to principal selection. The Department of Education can address this problem by providing opportunities for advanced studies in IT and leadership. Potential participants in this course may be better prepared to meet the challenges of today's schools, which increasingly rely on technological tools to improve student outcomes and streamline administrative procedures. Finding potential vacancies for school principals is a top priority for the Department of Education and Culture. This requires anticipating when the term of office will end, when retirement will occur, and what other circumstances may require the appointment of a new principal.

By anticipating these changes, the Department of Education can ensure that qualified candidates are always available to fill key administrative roles, which are critical to the continued success of schools. The Department of Education works with various groups—including education administrators, school administrators, and outside observers—to ensure fair and transparent selection procedures. When taken together, these factors help determine potential school leaders who have the right mix of

skills, experience, and commitment. This group effort not only strengthens trustworthy hiring procedures, but also ensures that successful candidates have the full capabilities required of a modern school principal. The ultimate goal of the Education Department's preparation efforts is to ensure a smooth transition of leadership that does not disrupt the high standards of education in Asmat Regency. The Department of Education takes a comprehensive approach to selecting principals by anticipating vacancies, gathering recommendations from various stakeholders, and overcoming barriers related to a lack of required skills and experience in candidates.

Conclusion

Based on the results of research regarding the Analysis of the Needs of State School Principals in the Agats District, Asmat Regency, the following conclusions can be drawn.

1. Projections of the need for school principals in Agats District, Asmat Regency, show that there is a need for 12 elementary school principals. The selection process for prospective principals involves administrative and academic stages, as well as principal training which is attended by candidates who pass the academic selection. The acceptance assessment team supervised by the Education Office evaluates candidates based on certificates, NUKS, and the results of the acceptance assessment. Finally, the Department of Education officially appoints and determines candidates who meet the requirements for the position of Principal after going through the application, proposal and appointment procedures determined by the department. This emphasizes the importance of leadership quality in advancing the quality of education in Agats District, Asmat Regency.
2. The stability of leadership in the Agats District, Asmat Regency, in the last four years has proven to be solid with the lack of cases of school principal resignations and the lack of incidents that trigger job vacancies. Although several principals have had their terms expired, no replacements have been appointed, but the outlook for the future shows hope for further stability as no principals will have their terms expired. The retirement age factor is an important consideration, even though only one principal will retire in the near future, the hope for promotion shows the potential for dynamic change in leadership. The stability of discipline in the work environment is reflected in the lack of disciplinary cases against school principals, while regular and collective performance evaluations are an important basis for maintaining or replacing leadership. The orderliness and steadfastness of the principal in carrying out his responsibilities adds stability to the continuity of leadership. With the lack of factors that usually influence job vacancies, future prospects show good stability in leadership in educational institutions in Agats District, Asmat Regency. The selection process involving relevant institutions and external assessors shows the complexity and rigor of the school principal selection process. Proactive steps in identifying potential candidates, overcoming challenges, and implementing strategic planning are key in ensuring a smooth transition of leadership that does not disrupt the high standards of education in Agats District, Asmat Regency. It is also

important to emphasize the principles of meritocracy in selection, ensuring that qualifications, competence and performance are the main basis for determining the right leadership.

3. The recruitment and selection process for elementary school principals in Agats District, Asmat Regency, shows three important factors: nepotism, direct appointment, and seniority. Although there is no concrete evidence of nepotism, direct appointment and seniority can influence school leadership appointments. This can reduce work morale, fairness and efficiency in the work environment and disrupt the meritocracy system which should be the basis for selecting leaders in the education sector. Special situations in educational institutions may force the adoption of such practices in filling leadership positions. Therefore, it is important for related parties to pay more attention to aspects of qualifications and competencies in selecting school leadership. Having a selection process that is more transparent and based on qualifications and competencies can ensure that leadership in the education sector is occupied by individuals who have the capacity to face complex and diverse challenges.
4. Challenges in the recruitment and selection of prospective primary school principals in Agats District, Asmat Regency, include the lack of qualified applicants, the close retirement age of candidates, the lack of suitable candidates, and the scarcity of expertise in information technology. The Department of Education needs to encourage promising teachers to consider administrative roles, provide leadership training, and plan a coordinated retirement transition. In dealing with information technology issues, the Education Department must provide opportunities for further study in this field. It is important for them to anticipate possible changes and ensure the availability of qualified candidates to fill leadership roles. This ensures a smooth transition of leadership that does not disrupt educational standards in the region.

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