



Implication of standard operating procedures for demotion in two education units

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Abstract

This study aims to explore how the standard operating procedures for demotion in two education units are implemented, which are located in different cities, but equally in the same province in Indonesia. This method is a qualitative method with two units' education from Batu city, Malang and Surabaya. This research techniques used are participant observation, in depth interviews, documentation and triangulation. The results of this study are two educational institutions share a consistent policy on demotion. Two leaders in the education unit have understood the policies made by their respective education providers. However, in its implementation, each of the leaders of the education unit has their own perceptions in communicating the policies of the education providers regarding demotion to their subordinates. Researchers found that in the education unit in Surabaya, subordinates respond in a collegial collective manner to the treatment of leaders of the education unit in implementing demotion policies. Subordinates remain committed to education providers in supporting the achievement of organizational goals. Whereas subordinates in the education unit in Batu City, Malang, did not respond in collective collegial ways.

Keywords: standard operating procedures, demotion, education, communication

Introduction

Standard operating procedures are a series of written work instructions that are standardized regarding the process of administering organizational administration, how, when, by whom, where it is done (Akyar, 2012) ^[1]. Standard Operating Procedures (SOP) is a process document that describes in detail the way that an operator should perform a given operation (De Treville, 2005) ^[4]. SOPs involve the purpose of the operation, the equipment and materials required, how to perform the set-up and operations required for the process, how to perform the maintenance and shutdown operations carried out by the worker, a description of safety issues, trouble-shooting, and a list of spare parts and where to find them, illustrations, and checklists.

The purpose of a SOP is to reach out the operations correctly and always in the same manner. A SOP should be available at the place where the work is done (Doak, 2010) ^[5]. Especially, in education also need SOP. Demotion in the scope of education that can be interpreted as an action by the education providers to reduce and or place employees in a lower position (van Dalen & Henkens, 2013) ^[15] as a sanction (Hill, et al, 2012) ^[9]. Responding to demotion, there are employees who take it for granted, some also react in the form of resistance, "the impact organizational change can have on both individuals' response to the change itself and their ongoing relationship with the organization" (Fedor, et al, 2006). Therefore, in order to prevent things that are not desirable, before the demotion is carried out, appropriate steps must be prepared. For communication has become a special concern to be included in the operational standards of the implementation procedure for demotion.

The objectives of this study are as follows: analyzing the implementation of standard operating procedures for demotion; analyze attitudes and actions of education providers towards the implementation of standard operating procedures for demotion; analyze attitudes and actions of

education implementers on the implementation of standard operating procedures for demotion. Educational implementers in this study are divided into; the principal and employees as subordinates.

Method

The research method used is a qualitative method. The goal is to find patterns of relationships that are interactive. The research techniques used are participant observation, in depth interviews, documentation and triangulation. The study was carried out on natural conditions. The research instrument used was researcher as human instruments, notebooks, cameras. Research data includes descriptive data, personal documents, field notes, documents, sayings and actions of respondents.

After the data is complete, the researcher analyzes the data that has been obtained. The analysis was carried out in a reflective manner on various documents found in the field. Data analysis is inductive to build further hypotheses. The researcher use the Spradley model reference, because this model uses the relevant semantic relationship reference. In the semantic relationship model, researcher use domain analysis and taxonomic analysis. Taxonomy Analysis aims to: choose one domain to analyze, look for similarities on the basis of semantic relationships, search for part terms, and search for a broader domain, make a temporary taxonomy, conduct focused interviews to check the analysis that has been carried out, and compose a complete taxonomy.

Domain analysis includes; choose one of the semantic relationships, such as special, cause-effect, rational, location of the place of action, function, tool-goal, sequence, and attribute. Next set up a domain analysis sheet. As well as choosing one sample field note. Next look for reference terms and section terms that correspond to semantic relationships. Repeat domain search attempts and list

identified domains.

Theme analysis aims to: merge themselves, carry out component analysis on the definition of reference, get perspective through domain search in a cultural point of view, test all domains that have been analyzed, identify organized domains, search universal themes in accordance with research topics.

Result and discussion

The results of this study is the researcher describe as follows: that both educational institutions (Batu-Malang and Surabaya) both have consistency in making policies regarding demotion. Two principals in the education unit have understood the policies made by their respective education providers. But in reality, each of the leaders of the education unit has their respective perceptions implemented in communicating demos to their subordinates. The head of the education unit in Batu-Malang, implementing standard operating procedures for demotion in a way; persuasive (Rezaei & Nourali, 2016) [12], democratic (Jurek & Scime, 2014) [10] and empathic communication (Fonow, et al, 2016) [6]. While the head of the education unit in Surabaya implemented the standard operating procedure for demotion in a way; repressive, semi-democratic communication and not empathizing with subordinates. Different perceptions lead to different actions as well. And every action from the leader, certainly brings a reaction to his subordinates. What happened was that the subordinates of each education unit gave a different response to the application of demos by each leader of the education unit.

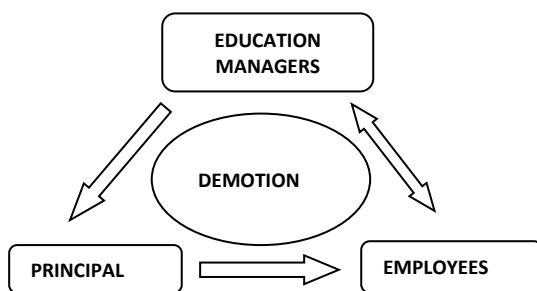


Fig 1: Implication of Demosical Standard Operation Procedures

It was different from the results of previous studies, and especially in these two education units there has never been a similar study. Where researcher found that subordinates in the education unit in Surabaya responded collectively collegially to the actions of leaders of the education unit in implementing the standard operating procedures for demotion (Geitsidou & Giovazolias, 2016) [7]. Nevertheless subordinates still maintain a commitment in carrying out their duties to support the achievement of organizational goals (Chaudhuri & Bartlett, 2014) [3]. Whereas subordinates in the education unit in Batu-Malang, did not give a collective collegial response. Individually, subordinates receive decisions honestly and sincerely. In this discussion the principal as the head of the education unit has the ability to play their respective functions (Tabak & Lebron, 2017) [14]. The principal is unable to carry out the standard operating procedures for demotion. Even though later the principal is given the latest learning such as e-Games with the Gagne theory approach, the results are still insignificant. The school principal in the Surabaya education unit lacks appreciation and performs his role as a

leader in interacting with his subordinates (Smylie, et al, 2016) [13].

Initially, employees are ready to accept the consequences of mistakes in carrying out their duties. Because employees realize that a mistake certainly has a consequence. Because the principal is unable to implement the standard operating procedures for demotion, the employee feels objected to accepting the consequences. Employees feel unappreciated in terms of their humanity. Whereas as individuals, employees feel they need motivation that needs to be expressed together. In addition, what happens is that employees respond to leaders by consolidating and negotiating among employees as an organized group phenomenon. Beside, the education management in Surabaya gave a response to silence over complaints in the education unit. But this attitude turned proactive when the human resource management department studied more carefully.

After being mediated by human resource management, employees are willing to accept the decision of demotion (Han, et al, 2016) [8]. This means that human resource management has successfully negotiated employees (Benson & Chau, 2017) [2]. Furthermore, the human resource management evaluates the principal in implementing the standard operating procedures for demotion. The human resources manager must monitor principals and employees in the education unit (Luallen, et al, 2013) [11], especially in the implementation of standard operating procedures for demotion.

Even if employees accept mediation-based decisions, the human resource manager and the education management leader should strive to evaluate and cancel the demotion decision because it is based on the principal's subjective attitude. Furthermore, the human resource manager must be better at preparing the principal especially to be more able to run the operational standard of demotion procedures. Differences in subordinate responses to each of the leaders of the education unit provide signals for education providers to be more careful in analyzing and developing leadership potential in each of the leaders of the education unit.

From the discussion, the researcher views that some phenomena are in accordance with existing theories. In particular, researcher has not yet found an in-depth study of the theory of persuasive communication that is effective to be implemented in the implementation of standard operating procedures for demotion.

Conclusion

From the comparison of attitudes and actions between school principals and human resource managers, it can be concluded that the implementation of the standard operating procedures for demotion can be implemented effectively by including objective evaluation results and persuasive language use. However, this communication technique still needs to be studied and deepened further. Researchers also found that in the education unit in Surabaya, subordinates respond in a collegial collective manner to the treatment of leaders of the education unit in implementing demotion policies. Subordinates remain committed to education providers in supporting the achievement of organizational goals. Whereas subordinates in the education unit in Batu City, Malang, did not respond in collective collegial ways. Researcher suggest that education managers develop the ability of human resource managers, principals and

employees to be more effective in achieving the goals of the educational institutions they manage. Researcher's suggestion to the human resources manager, to be more proportional in making decisions, the selection in the recruitment process by taking into account the character of prospective leaders and aspects of local culture. The researcher also advised the principal, as the head of the education unit, to submit a demotion decision by taking into account the operational standards of the existing demotion procedures; make demotion decisions, should be based on an objective assessment; should convey the decision of demotion using persuasive language. Researcher suggest to employees, to be more careful in carrying out their duties and responsibilities.

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