

Review Policy for Improving Teachers Competency: 5W+1H Analysis and Fishbone Model

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Abstract: This study provides contributions and thoughts as well as materials for evaluating curriculum implementation to be used as material for consideration in making policy directions for schools that have not implemented or have implemented Merdeka curriculum, researchers focus on the issue of implementing an Merdeka curriculum and policy directions for school principals in developing Teachers competence. This study uses a descriptive qualitative method, the research is focused on schools that have implemented the Merdeka curriculum in Lumajang, Indonesia. The data taken was taken from school principals, Teachers and educational staff at the Madrasah Tsanawiyah and Madrasah Aliyah levels using 5W + 1H which was carried out randomly. The data is then analyzed to make a fishbone diagram to find out the causes of problems in the implementation of the Merdeka curriculum. After the cause of the problem is known, the researcher formulates the principal's decision using 5W + 1H. The results of the fishbone and 5W+1H analysis show that the problem of implementing the Merdeka curriculum comes from human resources which causes the implementation of the Merdeka curriculum in schools to not be optimal. The policy direction of school principals in optimizing the implementation of the Merdeka curriculum is first by providing direct assistance, secondly by holding their own training in schools or often attending training or workshops held by the government so that the implementation of the Merdeka curriculum can run effectively and the administration of learning is fulfilled.

Keywords: *Teachers Competency, Policy Direction.*

Introduction

This research discusses an overview of the policy direction for implementing teacher competency development in Lumajang using the 5W + 1H method combined with a fishbone diagram to determine the policy direction taken by school principals. The school principal's policy direction will be based on criteria that occur in the field in reading conditions that will occur in the future and used as alternatives in solving problems. taken based on the influence of psychological, individual and environmental factors, cultural, social and personal factors (Engel et al., 1995; Philip Kotler, 2017).

Schools that are members of an organization, within which there are separate functions and the distribution of power, authority and tasks are carried out according to personal position (Badrin et al., 2022). In this case, the Principal has the authority to carry out the duties of policy making and school administration. School principals play an important role as agents of change and system players who negotiate national reforms and school initiatives, while teachers are tasked with operating the learning process (Anzizham & Syarifuddin, 2004; Ganon-Shilon & Schechter, 2019).

Implementing policies requires stakeholders to support each other, especially school principals as leaders who are responsible for the successful implementation of policies (Angga & Iskandar, 2022; Hamidah, 2022; Prasetya et al., 2022; Sihaloho, 2022). The principal as a leader has a policy to develop the school, develop the competence of Teachers, improve school facilities and infrastructure, and is responsible for implementing the curriculum in the school. So in this case the principal needs to analyze the condition of the school, the art of leadership to determine the direction of the principal's policy is very influential in developing the competence of Teachers (Setyawan & Santosa, 2021; Sophia, 2017; Taufan et al., 2021).

Teachers competency needs to continue to be improved because Teachers are at the forefront of the learning process (Rahimah, 2022) . In Law Number 14 of 2005 it is explained that professional Teachers have four competencies. Personal competence, pedagogical competence, professional competence and social competence (Kemendikbud, 2005). Professional competence of Teachers in implementing curriculum to achieve success in achieving learning achievement targets that have been set at the beginning of the learning year. Personality competency which concerns the personal skills of Teachers in implementing the curriculum, apart from being needed in managing learning, is also needed so that Teachers

can work by utilizing the Merdeka learning platform (Faiz & Faridah, 2022; Suhandi & Fajriyatur Robi'ah, 2022). Pedagogical competence is the ability of Teachers in classroom management to bring out students' enthusiasm for learning by creating a lively and non teacher centered learning atmosphere (Rohman, 2020), which is contained in the curriculum with a student centered model (Gularso & Indrianawati, 2022). Meanwhile, social competence is the teacher's ability to socialize and communicate with fellow Teachers, students (internal environment), and the surrounding community (external environment) (Suwandi et al., 2020). Thus, school principal policies are very necessary in developing the competence of Teachers so that they play an important role in implementing the curriculum (Setyawan & Santosa, 2021; Taufan et al., 2021).

This research discusses a portrait of the principal's policy direction in developing four teacher competencies so that the system runs effectively. This research review includes the development of teacher competency in implementing learning in accordance with the curriculum and the principal's policy direction in implementing learning in accordance with changes to the National Curriculum in schools using 5W + 1H which is then used as a fishbone diagram to look for waste when implementing learning. Independent Curriculum and main policy decisions in implementing the Independent Curriculum effectively.

Method

This research uses a qualitative phenomenological methods to reveal the fact of Teachers' readiness for the implementation of an Merdeka curriculum in this study. The research data is sourced from schools, principals, Teachers, and education staff at the Madrasah Tsanawiyah and Madrasah Aliyah levels in Lumajang Regency who implement educational curriculum taken randomly because of the large population and the limited time of research. Which is the use of random samples in qualitative research to understand positivism and post-positivism (Rachmawati, 2017; Sugiyono, 2019).

Researchers took data in the field using direct and indirect interview techniques using the 5W+1H question (What, Who, When, Why, Where, and How). Researchers also use google forms and indirect interviews in data retrieval. Data retrieval through the help of technology is also often used in International and National research (Bloor & Wood, 2006; Hansen, 2020). Researchers use 5W+1H because 5W+1H is an etude for digging for information. The data

collected by the analysis researchers used a triangulation which the researcher then made a fishbone diagram to find out the cause of the problem that has often been used in research (Amalia et al., 2021; Coccia & Diversity, 2017; Singh et al., 2021; Somadi & Muzakki, 2021).

Results and Discussion

Result

1. Analysis of Learning Process Deficiencies in Curriculum Implementation

Perceptions about the Merdeka Curriculum from school principals and teaching staff obtained from the results of training using the online system are able to provide an understanding of the Merdeka Curriculum. Online training has been carried out via the Zoom application and live YouTube. The results of the research data also show that after frequently attending training, you can understand the contents of the Merdeka Curriculum regarding how to sort learning outcomes (CP), Learning Objectives (TP), and Reference Learning Objectives (ATP) in the Merdeka Curriculum.

The implementation of education in institutions is getting better, knowing the material about the Independent Curriculum, the points in it and its scope, including the preparation of teaching modules and project modules, as well as the benefits of the Independent Curriculum which are so great that they have an even better impact on schools. Because the Independent Curriculum is still considered new, the training participants also do not fully understand the Independent Curriculum, so the training participants expect direct training in curriculum creation and learning administration which will be attended by the principal, deputy principals related to the curriculum, and all Teachers.

The Merdeka Curriculum is a curriculum prepared by the government to improve the quality of education in Indonesia due to the decline in students' grades. This curriculum is designed to improve the Indonesian education system through fun learning. Curriculum independence to American time to liberate Teachers and students. The Merdeka Curriculum is an applied or vocational school development curriculum, this curriculum implements a variety of extracurricular learning. The Merdeka Curriculum which is implemented in Lumajang district schools can run effectively if all students understand it and are united in implementing it, it has a very good impact on future educational progress. The Merdeka Curriculum is a new curriculum that needs to be developed because we are still confused even

though we have attended training so that our understanding of the curriculum There is still little independence.

The implementation of the Independent Curriculum in Lumajang district schools is already underway but there are still several obstacles due to the lack of understanding of school stakeholders regarding the implementation of the Independent Curriculum, there are other factors that influence it. Factors that hinder the implementation of the Independent Curriculum are the lack of supportive teaching facilities and equipment and infrastructure in schools.

Regarding facilities and infrastructure constraints, according to Teachers it does not affect the implementation of the Merdeka curriculum because its application in learning is not much different from the K13 curriculum, it's just that the application of the Merdeka curriculum makes more use of the environment. so it is necessary to develop practical infrastructure for learning. These obstacles have an impact on the learning process and have an impact on fulfilling learning administration. Obstacles in creating the Merdeka curriculum administration include educational administration, creating projects, delivering learning, preparing teaching modules, and all of this is very complicated due to a lack of human resources and an unstructured system.

These obstacles arise due to the transition from the previous curriculum, so there are still many new things that we are not yet fully familiar with, namely the preparation of project modules as teaching materials and learning administration.

Several factors are limitations in implementing the Independent Curriculum but do not dampen the enthusiasm of Teachers in implementing it because Teachers continue to try as much as possible and try to design even though they are thumbs down towards learning activities and fulfilling teaching modules.

From the results of the analysis, researchers used a fishbone diagram as follows:

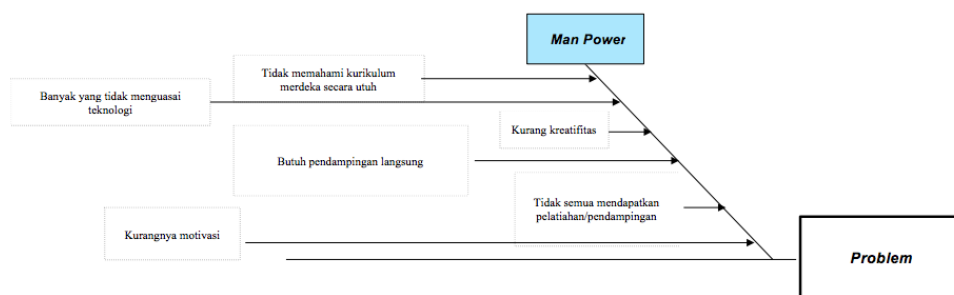


Figure 1. Results of the labor fishbone diagram

The picture above shows the problems that occur in human resources caused by six factors in implementing the educational curriculum. First is the large number of teachers who do not understand technology, in this case 80% of teacher respondents aged 45-60 years mostly do not understand technology, and the remaining 20% are aged 60-65 years. The lack of motivation in developing their competencies includes, among other things, not all teachers receiving assistance in implementing the Independent Curriculum, resulting in teacher creativity not developing following developments in the educational curriculum.

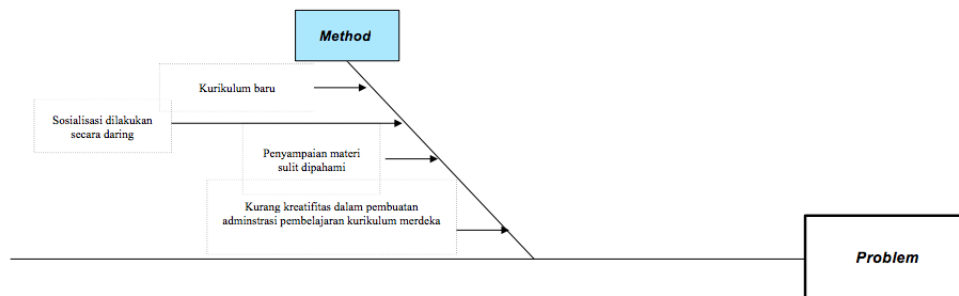


Figure 2. Results of the Fishbone Method diagram

The picture above shows the problems that occur in the method of implementing the latest curriculum among school principals and teachers. In implementing the Curriculum there are inhibiting facts. The new curriculum was socialized this school year so teachers may still have difficulty understanding it. Tutors who provide training on implementing the educational curriculum by the Education Department are too theoretical in their delivery, especially since the training is conducted online. Most teachers in Lumajang are still weak in terms of technology so it is difficult for teachers to understand the material presented by tutors, this also causes a lack of teacher creativity in implementing learning as stated in the latest curriculum

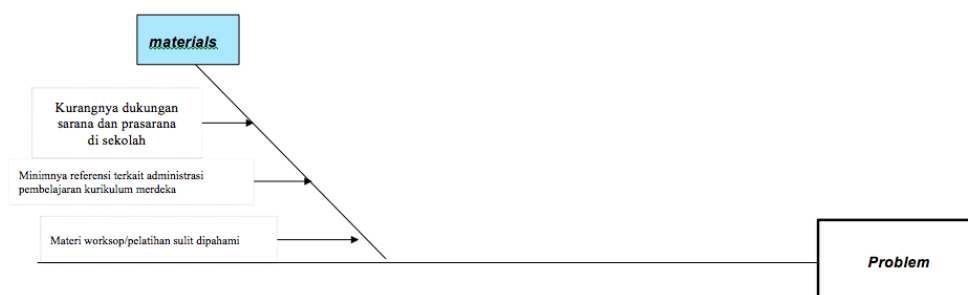


Figure 3. Results of the Fishbone Material diagram

The picture above shows that the indicators for implementing learning materials in accordance with the educational curriculum are caused by three factors. The lack of support for facilities and infrastructure in the learning process in the curriculum needs to be improved,

such as expanding the internet network which is still uneven, even though it is sometimes unstable, teachers are weak in looking for references on the internet and limited books related to the learning process that are in accordance with the curriculum set by the government.

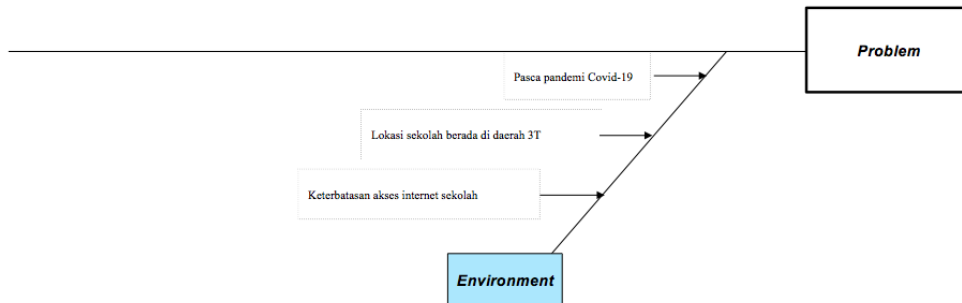


Figure 4. Fishbone environment diagram results

The picture above shows that environmental indicators have three factors that hinder the implementation of learning processes that comply with the national curriculum in Lumajang. Introduction to the Curriculum which was implemented during the Covid-19 endemic period where online training was carried out, several Lumajang areas where internet coverage was difficult, causing a lack of effectiveness in implementing training on the application of learning in accordance with the educational curriculum.

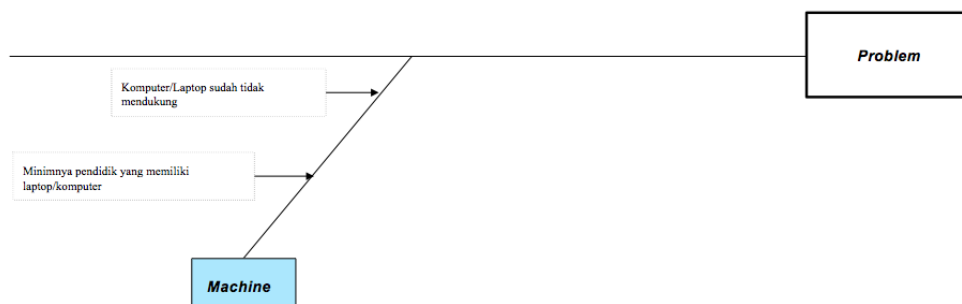


Figure 5. Fish bone machine diagram results

The picture above shows that there is a lack of facilities and infrastructure, including computers and laptops in schools, so that teachers who do not have the facilities find it difficult to implement learning in accordance with the national education curriculum.

2. Policy Direction of School principals in Lumajang

The policies taken by school principals in implementing the current curriculum follow the requirements for curriculum changes in schools, this is based on research results which show that the majority of school principals already understand the Merdeka curriculum. The school principal as a policy maker is unable to determine the curriculum that will be used in his school.

Policy head school in increase competence Teachers moment This is minimize obstacle in implementation learning curriculum latest. Its creation learning process innovation through cooperation with Subject Teachers Deliberation (MGMP), p the same as what was said by Teachers who go through cooperation with MGMP Teachers mutually discuss and utilise Online platform provided by government, like Merdeka Teaching Platform (PMM) about maintenance learning Curriculum latest, designing module his teaching in accordance with condition environment.

However although Teachers Already start designing administration learning Curriculum latest through MGMP Teachers Still feel confusion designing module teaching in accordance with environment, so Teachers adopt module from references in PPM and results search on google. A number of opinion state need there are school programs collaborative, for give accompaniment intense in coaching to the head of curriculum and teachers for take part in workshop.

The policy taken by the head is to increase the competence of Teachers to improve school quality, but there are several obstacles. Among those mentioned were relationship obstacles when the school principal had to bring resource persons to the school directly in order to improve the quality of Teachers' competence. There are Teachers who do not master technology, are less creative, less competent in their education, and only choose to follow the flow of educational policy regarding facilities and infrastructure.

Table 1. Directions Policy Head School

Policy Direction	5W+1H	Information	Action
Cooperation with Institution in accompaniment	What	What is the output of collaboration with agencies in assisting in improving school quality?	1. The principal understands school quality management. 2. Teachers can innovate learning methods and media

increase quality school	Who	Who is responsible for the policy?	Principal and head of curriculum
	When	When will this policy be implemented?	As soon as possible, to improve the quality of schools and ensure that learning runs effectively
	Why	Why was this policy direction implemented?	Increasing the competence of school principals and Teachers in improving school quality
	Where	Where is the policy implemented?	School's
	How	How action the policy?	Do MoU cooperate with educational institutions to improve the competence of school principals and Teachers
Training implementation enhancement professionalism	What	What is the output of the professionalism enhancement training policy?	1. The principal understands school quality management. 2. Teachers can innovate learning methods and media
	Who	Who is responsible for the policy?	Principal and head of curriculum
	When	When will this policy be implemented?	As soon as possible, to improve the quality of schools and ensure that learning runs effectively
	Why	Why was this policy direction implemented?	Increase competence principal, Teachers And quality school
	Where	Where is the policy implemented?	Group forums madrasa work (KKM), and eye teacher deliberation forums lessons (MGMP). Training on implementing the school quality management system with the target of training school principals and curriculum holders.
	How	What are the policy actions?	Increasing the competence of Teachers in applying innovative learning methods and media.

Based on the table above, it shows that the policies taken by school principals in implementing the current curriculum are understanding the curriculum, increasing teacher competency, school principals focus on increasing teacher competency to reduce obstacles in implementing the latest curriculum. This is done through collaboration with the Subject Teachers' Conference (MGMP) and the use of online platforms provided by the government, such as the Merdeka Mengajar Platform (PMM). encouraging teachers to innovate the learning process, starting to design the administration of the latest learning curriculum

through MGMP and utilizing platforms provided by the government. This policy is expected to increase the competence of school principals and teachers, which will ultimately improve the quality of education in schools.

Discussion

In this context, principal policy implementation varies as principals draw on prior knowledge and practices to interpret changing educational paradigms leading them to frame policy messages in ways that reinforce existing practices or focus on the four teacher competencies, therefore possibly different ways but still in content, focus and intensity. (Badrin et al., 2022; Ganon-Shilon & Schechter, 2019; Stringer & Hourani, 2016).

For a school principal, understanding is an effort to give meaning to information, work routines, and new adjustments when they are faced with situations full of ambiguity, confusion, and misunderstanding. This dynamic process of constructing meaning from existing stimuli is influenced by previous knowledge, experience, beliefs and values, all of which are rooted in the social context in which they operate. When faced with uncertainty, principals elaborate on their environment, namely the context and culture of the school, through interpretive mental models to 'make sense' of what has happened. In the current era full of accountability and risk, this process of meaning formation provides a useful theoretical construction because it is not only limited to interpretation; principals actively shape the events they seek to understand, which ultimately guides their actions (Ganon-Shilon & Schechter, 2019; Wang et al., 2018).

From an educational management perspective, the principal, as an "insider", serves as a mediator in negotiating with various interest groups to achieve goals, try and reconcile differences and find ways to implement policy changes. The principal becomes a mediator to work with the parties concerned to help them change the quality of their interactions from negative and destructive to positive and constructive. As a problem solving mediator, the school principal focuses on finding solutions by looking at the process in the field. The school principal needs to know which problems are real problems and must be resolved and throw away any problems raised by disputing parties if the problem cannot be considered a real problem (Nthontho, 2020; Stringer & Hourani, 2016). Based on the theory above, analytical tools are needed, school principals can use fishbone diagram and 5W+1H technical analysis.

Conclusion

Implementation of learning in Lumajang Regency at the private Madrasah Tsanawiyah and Madrasah Aliyah levels has been running in accordance with the latest curriculum, this cannot be separated from the direction of the school principal's decision making in optimizing the implementation of learning in accordance with the curriculum. The direction of the principal's habit of involving teachers in subject teacher deliberations regarding developing teacher competency, as well as facilitating teachers to improve their competency through direct assistance in implementing and applying innovative learning methods and media. Establishing collaboration with related educational institutions can help the process of improving the quality of education in schools.

This research only focuses on examining school principals' decision making. This research would be better if it was developed with a different research focus and the author suggests that the research focus of this research development helps implement direct assistance through collaboration with related agencies.

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