Management of Competent's School Brand Image in Sman 1 Panumbangan, Ciamis District West Java

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Abstract

The increasingly rapid development of the times has led to the emergence of dynamics in people's thinking which has become more critical in choosing educational institutions. A school that develops with the competence of each of its human resources can create a positive image, that the school is a competent school. The research was conducted with the aim of: 1) formulating the competencies that need to be achieved by school principals, teachers, education staff and students at SMAN 1 Panumbangan to build a competent school, and 2) knowing the brand image management activities of competent schools at SMAN 1 Panumbangan. The type of research used is descriptive qualitative and data collection is carried out through interviews, observation and documentation. The research results show that competency standards are absolute things to have as basic competencies for employees, including students. Additional competencies for school principals include ICT competencies, financial analysts and supervisors. Additional competencies for teachers adapt to their areas of expertise as well as ICT and project manager competencies which really support learning in the independent curriculum. The competencies of educational staff adjust to their job position, while additional competencies for students adjust to the skills required in the world of work for high school qualifications. Brand image management is carried out by directing the achievement of competency standards and additional competencies achieved by school principals, teachers, education staff and students which are then published so that they are known to the wider community as school achievements.

Keywords: Brand Image, Competence, Competent, Image Building

1   Introduction

The increasingly rapid development of the times has led to the emergence of dynamics in people's thinking which has become more critical in choosing educational. Like a product, educational institutions, in this case schools, have consumers who always pay attention to the quality of the school they choose. Students themselves are the main consumers in the world of education, a

consumer should definitely choose a product with the best quality, and this quality is what is said to be the image (Sari et.al, 2015). A positive image in the eyes of society must always be improved so that this does not become a threat to educational institutions (Cahyaningrum dan Nuraini, 2022).

Image building is an approach that shows good academic credibility (Rusyanti et.al, 2021). Apart from prioritizing quality, parents are also influenced by their perception of the school's image (Maamarah, 2016). Image is a valuable asset for an institution because it can represent people's opinions or perceptions, and this is an impression resulting from the interpretation of reality.

According to Kotler and Amstrong (2003), an efficient brand image reflects three elements, including: 1) building comparable product characteristics and values; 2) uniquely communicate product characteristics that differentiate it from competitors; and 3) giving emotional power to the product. Furthermore, Rizkiyah et.al (2020) stated, if an educational institution can build a good brand image, it will be easier to carry out promotions thereby increasing the opportunity to gain public trust. Therefore, in the process of success, the right strategy is absolutely necessary to create a good image in gaining public trust. Brand image formation is not only done for competition to get students. This brand image serves as a model for daily school activities that can generate a certain degree of success in terms of quality development of the school.

A school that evolves through the competency of all its human resources can certainly lead to a positive identity and image of the school as a competent school. Competency has positive value because it is an achievement for everyone who possesses it. This competency can also be used as a goal to build a good image in society. However, not all of the skills this school resource has are known to the public. Therefore, in addition to human resources management, activity management is also required to maintain the school's brand image and be known as a "competent high school". The competencies demonstrated by everyone involved in the school setting, including the principal, teachers, staff, and students, will lead to the school's achievements and its evaluation in society.

Based on the statement above, this study aims to 1) formulate the competencies that headmaster, teachers, educational staff and students in SMAN 1 Panumbangan should achieve in order to build competent schools, and 2) know the activities of managing a competent school brand image in SMAN 1 Panumbangan. The results of this study can be used as reference material when SMAN 1 Panumbangan implements brand image management activities.

2   Literature Review

Strengths and weaknesses were assessed to function as criteria for performance appraisal. The aim was to reduce labour costs, and to improve performance standards in order to react adequately to the growing competition and to increase organizational effectiveness. Thus, managers used competency management primarily to organize or control the workforce. When studying these changes in market conditions two approaches to human resource management in general or to competency management in particular can be identified: the commitment- and the control-approach (Walton, 1985).

Although there might be different stands with regard to the relationship (and direction of causality) between the both approaches and competency management, we believe that the commitment- and control-approach shape HR practices, such as competency management. The commitment-approach is characterized by winning hearts and minds (Guest, 1997) and is aimed at increasing employee loyalty by means of training, education, communication, knowledge

sharing, and coaching (Boselie et al., 2004). Jobs are broadly defined, hierarchy is minimized, and control and coordination depend on shared goals rather than on formal positions. Autonomy, involvement, and trust are keywords (Bijlsma and Koopman, 2003; Koopman, 1991). Behaviour is primarily self-regulated (Wood, 1996) and employees are merely intrinsically motivated. Within the control-approach, as opposed to the commitment-approach, the employee is managed on a much more instrumental basis (Truss et al., 1997). The control-approach is characterized by the wish to establish order, to exercise control, and to reduce labour costs (Walton, 1985). There is no doubt the steering wheel is in the hands of management and, consequently, important decisions are made top-down (Koopman, 1991). Employees are merely motivated by extrinsic rewards, which are dependent on measurable output criteria.

Although the commitment- and control-approaches have been an important topic in human resource literature for quite some time, researchers have been focusing primarily on the relations between human resource management and performance (Boselie et al., 2004; Huselid, 1995; Truss et al., 1997). Previous theoretical as well as empirical studies have shown that the commitment-approach has a more positive effect on outcomes such as organizational performance and turnover than the control-approach (Arthur, 1994; Boselie et al., 2004).

3   Method

This type of research is a descriptive qualitative study, which describes and illustrates both natural and anthropogenic phenomena, taking into account their nature and relationship to their activities. According to Rahmayanti et.al (2020), this research method is often referred to as the naturalistic method because the research is carried out in natural conditions and the data collected and analyzed focuses on qualitative conditions.

4   Results and Discussions

4.1   SMAN 1 Panumbangan

SMAN 1 Panumbangan is located in Sindanbaran Village, Panumbangan District, Siamis Regency, West Java. This school was established on September 22, 2021 in accordance with Decree No.12505/PK.02.01.05/PSMA. The purpose of establishing SMAN 1 Panumbangan school is in line with the researchers' initial observation that there is still no secondary school in the form of senior high school (SMA) in Panumbangan district. All secondary schools in Panumbangan district are vocational secondary schools, of which the majority are private schools. The establishment of this school is an expression of the government's role in promoting education, especially for the residents of Panumbangan sub-district, which is the right of the country's children in general. The relatively new establishment of SMAN 1 Panumbangan has also affected its workforce, as shown in Table 1 below.

Table 1: Data in the Number of Employees at SMAN 1 Panumbangan

Employees	Quantity	ASN	Non ASN
Headmaster	1	1	-
Teachers	15	4	11
School Administrators	10	-	10
Sum	**26**	**5**	**21**

The total number of employees at SMAN 1 Panumbangan is 26, of which 80,7% are mainly non-ASN employees. Although MenPANRB Circular No.B/185/M.SM.02.03/2022 dated May 31, 2022 prohibits central and local governments from hiring non-ASN personnel in the next year. This means that most of his 80,7% of SMAN 1 Panumbangan's employees are temporary employees.

However, the state of human resources (HR) in the school itself is important to realize the school's vision and mission and to ensure that the entire HR department and all activities carried out in SMAN 1 Panumbangan foster trust in the school must be optimized. All existing staff must meet at least the standard.

4.2   Standard of Competencies

Competence generally refers to knowledge, skills, and abilities (Sedarmayanti, 2017). Competency, on the other hand, is the skill a person needs and is reflected in his or her ability to perform a specific task consistently and well. Soemantri (2010) explains that competency is demonstrated when someone develops the ability to perform at their best in a work situation. Additionally, the differences between competence and competency are categorized in Table 2 below.

Table 2: Comparison Between Competency and Competent

Competency	Competent
Focuses on a person's behavior	Focus on results
Describe a person's characteristics	Explain the characteristivs of the field of work assignments or job performance
It is an attribute that underlies someone with superios achievement	Demonstrate the different skills and knowledge required to perform the job
Can be shared with other people	Non-transferable because each skill and knowledge is more specific to doing the job
Evaluated on behavioral and attitudinal aspects	Evaluated based on performance
People oriented	Task oriented

Source: Yuvaraj, 2011

The development of effective schools cannot be separated from the roles of principals, teachers, teachers and students themselves. Each role has competency standards that must be met to be considered competent.

4.3   Standard of Headmaster's Competency

The qualifications and competency standards for school principals are set out in the Ministry of Education Regulation No.13 of 2007 (most recently Regulation No.28 of 2010) on Standards for Headmaster:

Table 3: Standard of Headmaster's Competency

No	Standard of Competencies	Definition

1	Personality	Skills and personal characteristics that reflect actual attitudes and behaviors when performing daily tasks
2	Managerial	Ability to manage resources through administrative processes and monitoring activities to achieve school goals.
3	Entrepreneurship	A realistic vision, mission, goals, and strategic plan with specific goals and expectations.
4	Supervise	Ability to instruct teachers
5	Social	Able to use technology to communicate verbally and in writing in a work environment.

3.4 Standard of Teacher's Competencies

Teacher competency standards were established in the Republic of Indonesia Minister of National Education (Permendiknas) Regulation No.16 of 2007 about certification for teachers. Teacher competency includes four dimensions as shown in Table 4 below.

Table 4: Standard of Teacher's Competencies

Standard of Competencies	Definition
Pedagogic	The ability to understand students, design and implement learning content, evaluate results, and develop students to realize their diverse potential.
Personality	Strength of character, nobility of character, wisdom and authority, and the ability to be a role model for students.
Professional	Comprehensive mastery of the material includes mastery of the curriculum, the scientific content covered therein, and scientific structures and methodologies.
Social	Able to communicate and interact as a member of society and the surrounding community.

4.5 Standard Competencies for Educational Administration

Educational staff are people who work in schools to provide education. Educational staff includes administrative supervisors, administrators, library and laboratory assistants, technicians, and cleaning staff. To qualify as an education official, you must have at least a bachelor's degree in a relevant education course. Additionally, at least her 3 years of professional experience, or her D3 in a relevant course of study, equates to her 8 years of professional experience as a school employee.

4.6 Student's Standard Competencies

Graduate competency standards are the ultimate goal of a set of standards in the National Education Standards and cover three aspects:

Table 5: Definition of Graduate Competency Dimensions

No	Dimensions	Definition
1	Attitude	A person with self-confidence, a noble personality, a sense of independence, and a sense of responsibility for the social environment. This success was achieved through a process of acceptance, implementation, evaluation, and practice.

| 2 | Knowledge | Able to connect knowledge in the context of self, family, school, community, environment, nation, and nation. |
| 3 | Skills | Knowledge that allows a person to develop his talents and perform his work more easily and accurately. |

4.7   Competent School Brand Image Management

Competence is defined as a measure that determines the degree of a person's ability to utilize knowledge and skills (Rodin, 2015). Achieving the competency standard requires evidence to be considered competent. There are two types of evidence that can be used as evidence: "direct evidence" and "indirect evidence". Direct evidence may be in the form of demonstrations or simulations in the production of work products. Indirect evidence, on the other hand, may take the form of product results records such as videos, photographs, benchmarks, and certificates related to the competency in question.

Credentials must be issued in a manner that is at least widely known to the public. External parties that require this information include the community as service users, as well as universities and industry that require product deliverables from the school. The following publications are available: 1) Scientific media such as magazines; 2) Use of Internal Websites; 3) Social media (Youtube, Tiktok, bloggers); 4) Newspaper; or 5) an exhibition organized by the school. Figure 2 below details how to properly manage your school's brand image.
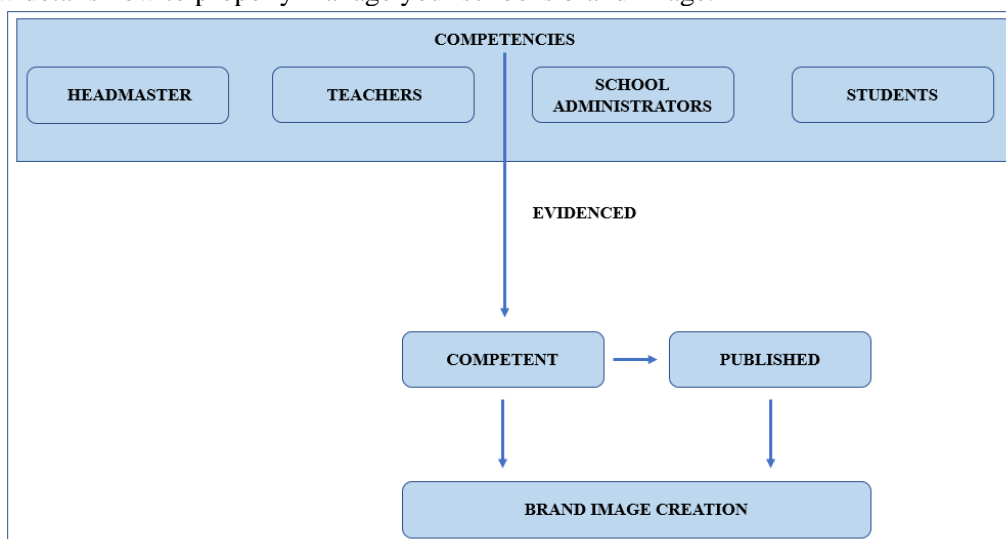

Figure 2: Stages in Achieving a Competent Brand Image

The above discussion indicates that all internal stakeholders involved in a school need to form a unit where they can perform to their full potential. The acquisition of these skills can be partially used to build a competent school brand image. This means that schools need specific activities to measure each person's achievement of the competencies, as well as publication activities to inform the public about each competency achieved.

Unfortunately, SMAN 1 Panumbangan does not yet have a dedicated brand image management activity. As the tasks that educational staff should be responsible for have not yet been specialized, the allocation of human resources has not been optimized. The professions of the teaching staff in SMAN 1 Panumbangan are shown in Table 6 below.

Table 6: Allocation and Functions of Educational Personnel

School Administrators	Sum	Function
Head of Administrators	1	Creating work plans, coordinating administrative tasks, assigning and developing administrative tasks, organizing personnel management, reviewing and drafting sent and received letters.
Secretary	1	- Creation and implementation of management of school activities in the field of education, - Interagency cooperation and coordination. - Prepare daily, monthly, semi-annual and annual reports on headmaster status and activities.
Treasurer	1	Manages the school's finances and is responsible to the principal.
Staff	7	**Not Specialized**

Based on Table 6, there are seven educational staff members who do not have a defined profession. This means that employees only need to perform administrative tasks in line with their existing duties. When building the brand image of a competent school, human resources, especially school administrators, must immediately specialize their work to optimize their individual performance, in order to focus on one goal. This specialization is also expected for each individual to further develop their professionalism during their career.

4.8 Additional Competencies

Additional competencies are competencies that support all aspects of competency and skill standards. The competitive world of work requires additional skills. Sari and Mukhaiyar (2020) state that the Indonesia National Qualifications Framework (KKNI) is a workforce skills framework that compares, harmonizes, and integrates vocational education sectors to assess worker skills based on job descriptions in different sectors. I explained that it is an evaluation framework. The existence of the KKNI has changed the way we assess an individual's abilities, no longer based on a diploma, but considering a nationally agreed qualification framework as the basis for assessing an individual's overall educational achievement.

Building a competent school brand image is not enough to meet both competency standards. However, competency standards are basic competencies developed in terms of the skills a person needs to perform a job. When principals, teachers, educational staff, and students meet only competency standards, they are only matching their performance to the role and have no additional "sales value".

Additional skills are important skills today. As Darwis (2011) explains, social development and change cannot be separated from global influences and developments in science and technology. This simultaneous development requires quality educational facilities.

Skills certification is critical to preparing Indonesian workers to compete in the global labor market. Certificates of competency confirm that teachers and educational staff have the appropriate skills and competencies and adhere to established working standards. This ensures reliability in carrying out work within the scope of duties and responsibilities of the certificate of competency holder (Dirjend Dikti, 2021).

a. Headmaster

Headmaster who are at the forefront of educational leadership and fulfill their duties and responsibilities require comprehensive competencies. When leading the education sector, headmaster must possess specific skills and competencies that will help them achieve their mission. ICT competency in utilizing auditor information systems will assist school principals in their audit work. Databases belonging to schools and managed by educational staff must be able to be controlled to meet expected work goals.

A financial analyst qualification is required for headmaster to manage school funds. This activity depends on headmaster's ability to provide resources to support all school activities despite any limitations. Moreover, one of the factors of teacher success necessarily requires the role of the headmaster, that is, the role of supervision. Therefore, headmaster can better improve and develop teachers' professionalism through their supervisory skills.

   b.   Teachers

Teachers and educational staff are required to have higher abilities than students. Certification of teachers and educational staff is therefore very important. As already mentioned, teachers need professional competence. This can be achieved through specialty-specific competency certification. According to Hasanah et.al (2017), teachers with professional qualifications and competency certificates perform better than those with only professional qualifications. Current independent curriculum implementation utilizes project-based learning in both co-curricular and co-curricular settings. To support this development, teachers need to be able to become project facilitators.

Regarding competencies, teachers need the Project Manager Competency certification to manage projects related to student learning. In addition, subject-specific certifications are required to advance your professionalism in a scientific field.For example, an accounting teacher has a qualification certificate as an accountant. Her ICT certification with System Control Scheme for Teachers is very useful for project-based learning. For students who are not always present in the school environment, there is a definite need for remote control applications that have something to do with ICT.

   c.   School Administrators

The administrative director oversees a large number of school administrative staff who are responsible for serving the entire school community and the external communities that utilize the school's educational services (Santoso, 2018). Therefore, the Superintendent must be competent as a Superintendent, as evidenced by holding a certificate of competency from a designated body such as the Certification Society of Professionals (LSP).

Additionally, the employee's certificate of competency changes depending on the position. For example, employees in the finance department need to have accounting skills to support their work. A secretary requires office management skills, and a public relations and publications officer requires her ICT management skills related to public relations and database programming.
 d.   Students

The National Education System aims to ensure that the National Education System realizes the vision of the education system as a strong and respected social institution that enables all Indonesians to respond competently and proactively to the challenges of an ever-changing world. Safitri (2020) explained that in line with this vision, students are expected to keep up with developments in information and communication technology (ICT), especially the Internet. Additionally, high school students are required to be able to operate and use both ICT software and hardware equipment. The purpose of the "Office Management Automation" competency is

to provide students with the necessary knowledge, skills and attitudes in the field of professional management (Khairunisa, 2022).

All of these additional competencies are not competencies that absolutely must exist, nor are they formally regulated by law. However, this additional capacity is important, especially for developing the quality of human resources to support all activities related to school development. The professional ability of high school students is not absolute, as high schools generally ensure that students can continue their studies at a higher level. Graduates are able to carry out two activities at the same time, such as working and continuing their studies.

Therefore, work skills are an important prerequisite for high school students. This can be a positive outcome if all of these competency standards and additional competencies are achieved by everyone involved in the school environment. We cannot exclude the possibility that appropriate evaluations of schools may be carried out not only by the school environment but also by external parties.

4   Conclusion

Building a competent school brand image requires integrating the competencies of all stakeholders, including headmaster, teachers, school administrators, and students. Required competencies include competency standards and additional competencies. Good school brand image management activities focus on each of the HR competency outcomes and publicize them as achieved. The purpose of this publication is to ensure that all achievements achieved are made known to the wider community, especially those who utilize his SMAN 1 Panumbangan's educational services.

5   Rcommendation

Managing competency achievement requires specific activities, including managing headmaster, teachers, educational staff, and students, as well as collaboration with professional certification bodies to achieve the required competency plans.

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