



THE SYMBOLIC POWER OF THE "AGILE SYSTEM" AT THE FATHONA SCHOOL IN PALEMBANG

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INFO ARTIKEL**ABSTRACT**

Keywords: symbolic power; Agile system; school

This research analyzes symbolic power, namely the agile system implemented at Fathona School in Palembang. This research uses a qualitative method with a case study approach. Data was collected through in-depth interviews, participant observation, and document analysis. Using Foucault's Panopticon theory, this research analyzes how Agile systems create hidden, effective forms of supervision and control within schools. This research shows that the background of symbolic power in the Agile system at Fathona school is the result of problem analysis by the Curriculum Development Team. Fathona School's power relations are extensive in those applied to school employees, such as teachers and staff. Teachers must support the foundation's power voluntarily, not be forced by power. In conclusion, implementing the Agile system at Fathona School changes the dynamics of hierarchy and strengthens symbolic power through a supervisory structure that internalizes teacher discipline.

INTRODUCTION

An institution has a function, namely social control, used to control and discipline disobedient members (Meyer, 2020; Tisdell, 2020). However, when this control is exercised in education, it does not align with the spirit of education itself. Education should be liberating, not oppressive (Griffin et al., 2024; Iheduru-Anderson & Waite, 2024).

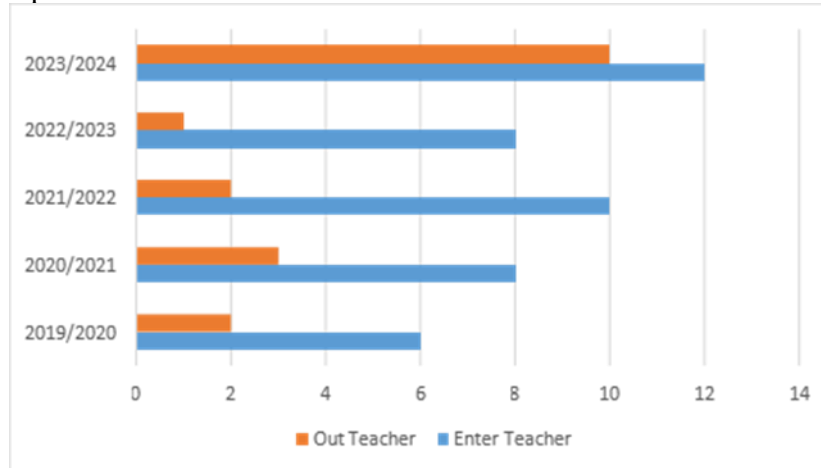
Erevelles (2000) argues that currently, schools are created as if they are oppressive institutions by disciplining individuals to comply with agreed school rules with the aim of controlling individual behaviour. Meanwhile, these school rules represent the perpetuation of power by certain groups in the organization to achieve a shared vision and mission. By creating a well-systematized schedule, individuals in the school will consciously continue to follow the schedule system without committing violations that could hinder the system is running. In other words, the school will provide a punishment for individuals who have violated the schedule order (Fang et al., 2023; Liu et al., 2022; Lokot et al., 2020). This was deliberately implemented to ensure order and efficiency in teaching and learning.

The Palembang Fathona School is based on an Integrated Islamic School under the auspices of the Frania Foundation, which has a vision and mission to develop an advanced school. This school implements an Agile system that has been running for over three years during the pandemic (Goel et al., 2020; Janssen & Van der Voort, 2020; Reunamäki & Fey,

2023). Agile is a project management method that uses short development cycles, or what can also be called "sprints," to focus on continuous improvement in the development of a product or service, as researched by Lutfiani (2020).

This Agile system also allows teachers and school staff to experience strict natural selection with rules and responsibilities that must be carried out according to mutual agreement (Alqahtani et al., 2023; McCarthy et al., 2023; Suci et al., 2023). The formation of teachers and school staff constantly changes along with the work routine at Pakjo Palembang School. Several teachers change every month because they need more time to be ready to carry out the responsibilities given to them. It is not uncommon for schools to look again for suitable candidates ready to do anything under team pressure or individual responsibility (Azizi & Sassen, 2023; Craddock et al., 2022). This is shown by teacher fluctuation data from 2019 to 2023 in graph 1.

Graph 1 Fluctuations in the Number of Teachers Per Academic Year



Source: Fathona Teacher Data (2023)

The author is interested in raising the issue of education and power relations in the educational arena. The practice of power over teachers is characterized by schools that implement the Agile system run by the Palembang Fathona School institution in managing their school, which is felt by all educational components. The power relations used where teaching staff are the primary targets are the impact of the Agile system implemented in schools and the background to implementing the Agile system. As for educational values that appear to be bank-style, they limit the freedom of thought for educators in schools.

School components, especially teaching staff, only submit and comply with the Agile system in learning at the Fathona School in Palembang. Data exists in the form of fluctuations in new teachers undergoing replacement due to natural selection from the Agile system implemented so that teachers experience degradation of awareness and the burden of double responsibilities, as well as salaries that are not balanced with the responsibilities received from teachers at Fathona Pakjo School.

RESEARCH METHODS

This research uses a qualitative research design. The case study method used is an intrinsic case study. The study analyzes power relations as a discipline in education

experienced by teachers at the Fathona School in Palembang: 3 research questions and the direction of each dimension written by the researcher. First, researchers analyzed the power relations of knowledge from schools in disciplining teachers at Fathona School, Palembang. Second, researchers analyzed supervision strategies in disciplining teachers at the Fathona School in Palembang. Third, researchers analyzed teachers' responses to the rules in disciplining an institution at the Fathona School in Palembang.

Researchers used collection techniques, such as interviews, observation, and documentation, to answer the issue of educational power over teachers in implementing the Agile system at the Fathona School in Palembang. The researcher's role in this research is that of a participant. Researchers used purposive informant tactics. Researchers use three points of view, namely source triangulation, method triangulation, and time triangulation. Three activities are carried out in qualitative data analysis, namely data condensation, data presentation, and verification conclusions.

RESULTS AND DISCUSSION

In this discussion, the researcher describes the findings in the field by the problem formulation. This research explicitly discusses power relations as a discipline for the Agile system in education experienced by teachers at the Fathona School in Palembang. This research aims to analyze the background to the emergence of the Agile system in disciplining teachers at the Fathona School in Palembang. Then, the researchers examined the supervisory strategy of the Agile system in disciplining teachers at the Fathona School in Palembang. Third, researchers analyzed teachers' responses to the rules of the Agile system in disciplining an institution at Fathona School, Palembang.

1. Background of the Agile System for Teachers at Fathona School

Implementing this Agile system aims to support teacher performance and creativity. This system's primary function is to help teachers complete their work quickly and efficiently. In other words, a teacher must possess creativity to create students who meet the expectations of the National Education System Law. So far, we have provided strict access to learning with this Agile system so that educators are accustomed to a busy educational environment with goals to be achieved and that creativity must always be encouraged, improved, and developed. The reason or background for the existence of this system is that the Agile Development Method is based on Iterative and incremental development, a collaboration between cross-functional teams, self-organization, adaptive planning, evolutionary development, and delivery, time boxes for iterative approaches, and encouraging quick and flexible response to change.

From the principles of the Agile Method above, the researcher took the main focus to be applied in learning management, namely: (a) Accepting all forms of change for development, (b) There is an excellent collaborative process between cross-disciplinary teams, (c) Building an environmental atmosphere that contains people – highly motivated people. To complete the project effectively and efficiently, (d) Direct communication is needed in the development process, and periodically, each development team conducts self-evaluation (reflection) to work more effectively and regulate their work patterns.

2. Forms of Power Relations Strategy from the Agile System for Teachers at Fathona School

The stakeholders directly involved in this Agile system are school principals, teachers, and school staff, who are members of the school environment. Power determines the structure, rules, and relationships from within. This means that a relationship or collaboration does not only take one form. Discipline for students, teachers, and other employees can be seen from the disciplinary boards hanging from the ceiling in the school corridor.

In the Scrum backlog section, some agents carry it out of the Product Owner, who leads each part of the assignment. He must be responsible for a project. A project report must be provided if the scrum master wants to monitor the progress of each project that has been worked on. In this case, the client is the target object in the ongoing project process. For example, if an assignment is to complete a learning module, the intended client is the module publisher. The module publisher asks that the module work be completed within 3 months. So, each product owner must direct their members to complete the project before the project completion date so that they can submit a module completion report to the intended client.

There are three components in implementing Scrum at Fathona School, namely: First, develop teacher competency. Teachers who are competent, dedicated, loyal, committed, and strong in character will foster learning processes that are creative, efficient, and enjoyable. Secondly, the development and renewal of education are to strengthen school leadership. School principals with solid leadership and qualified managerial skills will be able to maximize the potential resources the school owns. The third was building the image and branding of Islamic educational institutions. Schools that, in reality, are not very good, but good perceptions, images, and public views will have a different impact on the development of academic institutions. This is where it is essential to build the image of Islamic educational institutions.

3. Implications of Agile Systems for Teachers

The implementation of power can be seen in teaching methods, discipline, and classroom management. How power is exercised can influence classroom dynamics, student motivation, and the overall learning environment. By understanding power as a strategy in social relations, we can better manage and use power to create positive and effective educational environments. Teachers regarding the power of the principal through CCTV media is that teachers feel intimidated by every performance or activity carried out in the classroom or other rooms because they are aware of all activities in the school environment. Discipline works through processes and networks of relationships to control community activities. Discipline controls, corrects, regulates, and supervises the body using norms as standards.

CONCLUSION

Fenomena yang didapatkan oleh peneliti dalam penelitian ini memberikan gambaran tingkat produktivitas yang dimiliki oleh pelaku bisnis UMKM. Hasil penelitian ini mengidentifikasi 4 tema yaitu 1) Pelatihan, 2) Bimbingan dan Konsultasi, 3) Adversity Quotient dan 4) Produktivitas. Berdasarkan pembahasan di atas, maka peneliti mengambil kesimpulan sebagai berikut: Terdapat hubungan positif dan signifikan antara pelatihan dengan

Adversity Quotient pelaku UMKM. Hal ini berarti semakin banyak pelatihan yang diikuti oleh pelaku UMKM akan menyebabkan semakin tinggi pula Adversity Quotient nya. Terdapat hubungan positif dan signifikan antara bimbingan konsultasi dengan Adversity Quotient pelaku UMKM. Hal ini berarti semakin banyak bimbingan dan konsultasi yang diberikan kepada pelaku UMKM akan menyebabkan semakin tinggi pula Adversity Quotient nya. Terdapat hubungan positif dan signifikan antara pelatihan dengan produktivitas pelaku UMKM. Hal ini berarti semakin banyak pelatihan yang diikuti oleh pelaku UMKM akan menyebabkan semakin tinggi pula produktivitasnya. Terdapat hubungan positif dan signifikan antara bimbingan konsultasi dengan produktivitas pelaku UMKM. Hal ini berarti semakin banyak bimbingan dan konsultasi yang diberikan kepada pelaku UMKM akan menyebabkan semakin tinggi pula produktivitas dari pelaku UMKM. Terdapat hubungan positif dan signifikan antara Adversity Quotient dengan produktivitas pelaku UMKM. Hal ini berarti semakin tinggi Adversity Quotient yang dimiliki oleh pelaku UMKM maka semakin tinggi pula produktivitas dari pelaku UMKM. Terdapat hubungan positif dan signifikan antara Pelatihan terhadap Produktivitas melalui Adversity Quotient. Hal ini bermakna bahwa produktivitas pelaku UMKM dipengaruhi oleh pelatihan yang dimediasi oleh Adversity Quotient. Terdapat hubungan positif dan signifikan antara Bimbingan Konsultasi terhadap Produktivitas melalui Adversity Quotient. Hal ini bermakna bahwa produktivitas pelaku UMKM dipengaruhi oleh Bimbingan Konsultasi yang dimediasi oleh Adversity Quotient.

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