

Leadership of the Principal in Improving the Competence of Teachers in Sekolah Dasar Negeri 5 Muara Telang, Banyuasin Regency

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ABSTRACT

The purpose of this study is to describe the principal's program to improve teacher professional competence and to evaluate school principals to improve teacher professional competence. The method used in this research is qualitative research. The results showed that the principal planning teachers were able to plan learning by making learning tools starting from making annual programs, semester programs, syllabus, determining indicators of competency achievement, and making lesson plans. Organizing school principal sends teachers alternately in training activities, with the result that teachers who are appointed as representatives of the school can transfer knowledge to other teachers. The results of implementing the principal's work program through workshops and KKG activities each teacher are able to carry out learning in the classroom using the methods taught. These results make students more active in learning in the classroom. Evaluation of the principal by conducting a supervisory program for each capable teacher, preparing learning administration, carrying out learning activities in the classroom actively.

Keywords: leadership, school principal, teacher competence

1. INTRODUCTION

The role and function of the principal are very decisive in achieving educational goals in schools. "Principals are required to have knowledge and abilities in managing and developing school resources to create an effective and efficient learning environment. Mastery of this knowledge and competence is essential in the implementation of management in schools to synergize all components and the potential of the school and the surrounding environment in order to create cooperation to advance the school". Therefore, the existence of the principal is seen as a central force in driving school life and hopes for teachers, staff, students, and society in achieving success and educational goals. [1].

So far, there is only a part of the Principal's leadership abilities who have good qualifications in school managerial matters. "Apart from that, there are still many school principals who are not precise in implementing their function as administrator. The number of Principals who have not implemented their functions is related to many things, for example,

related to the human resources of the Principal, the geographical situation of the school and the assumption that the Principal is everything in the school, and so on. This assumption creates the teacher's view that a principal is a person who needs to be respected, praised, and trusted. This raises the distance between the principal and the teacher at school. Of course, this creates a less harmonious work atmosphere ". Leadership involves a process of social influence, in which case a deliberate influence is exercised by a person on others to structure activities and relationships within a group or organization. [2].

The principal is an educational leader who has a major role in developing the quality of school education. "Murniati argued that the principal is an ability and process of influencing, guiding, coordinating and mobilizing other people who have something to do with the development of education science and the implementation of education and learning so that activities can be carried out more effectively and efficiently in achieving education and learning goals." [1].

The position of the principal as a leader is a strategic position in carrying out its role to help school residents achieve predetermined goals. "The principal is expected to be an authoritative agent of renewal and executor, has leadership effectiveness in accordance with the demands and expectations of the school community, and has high work discipline towards the rules, has intellectual and emotional intelligence management knowledge, is independent and superior to compete and commit in education field". "However, the reality in the field is that there are still many school principals who do not carry out their duties and functions as educational leaders because the appointment process is not in accordance with the provisions set by the government. Low management knowledge, intellectual and emotional intelligence, independence, and competitive advantage of principals which affect their effectiveness in carrying out tasks, as inhibiting factors to improve the quality of education which has implications for "low productivity and quality (input, process, output/outcome) of school principals.

The principal has a very influential role in coordinating, mobilizing, and harmonizing all educational resources available in schools. "The leadership of the principal is one of the factors that can encourage schools to be able to realize the vision, mission, goals, and objectives of the school through planned and gradual programs. Principals are required to have adequate management and leadership skills in order to be able to take initiatives to improve school quality. As Danim and Suparno stated that: "The principal is responsible for maintaining and motivating teachers, students, and school administration staff to be willing and able to implement the rules and regulations that apply in schools". This is where the essence is that the principal must be able to carry out the role of headship and ability in the field of school management [3].

Principal leadership management knowledge is knowledge in the form of "simple systematic processes about specifics, methods, structures, and others, containing management functions to measure the work results and performance of the principal in achieving common goals. Management knowledge for school principals can be an understanding of the concept of material/content that is communicated through individual activities of the principal in leading activities to be able to carry out the process of his school organization activities starting from planning, organizing, directing, and controlling the use of resources for school activities".

Furthermore, the application of management knowledge can become a reference for rules in intellectual activities and the learning process and in the process of solving problems in the school

environment that he leads. "Then the analysis of knowledge that is communicated downward (among friends) in a hierarchical line should be able to create creative, innovative, and productive ideas in directing peers in the school environment. Synthesis of management knowledge in principal leadership can be done ". Regulate logical capabilities and can be combined with novelty things to be evaluated based on planning, organizing, actuating, and controlling functions [4].

Management knowledge is evaluated through the performance and leadership work of the principal. "So that management knowledge is all that is known by a person and is remembered either universally or specifically for management functions. So the management knowledge by the principal of all what the principal knows and remembers, both universally and specifically regarding management functions. With indications: (1) planning decision-making function, in organizing, (2) leadership function (3) coordination function (4) control function and (5) supervisory function"[4].

The principal is the key driving force for the development and progress of the school and is responsible for increasing the accountability for the success of students and their programs. "In order for this to be achieved properly, the leadership of the principal needs to be empowered, so that the principal is able to play a role in accordance with his duties, authorities and responsibilities" [5]. "The principal must be good at leading groups and delegating tasks and authorities. With this authority, the principal will achieve the target based on the vision and mission, and the goals set within the specified time period. This condition requires various efforts to improve the quality of education by "fighting against the situation" until it becomes shackled"[6].

SDN 5 Muara Telang has a goal of creating human beings who have noble morals, Muslim people who are intelligent and qualified, and people who are tough and ready to face global competition. To achieve these lofty goals, it is certain that the teachers in these schools must have competent quality in accordance with government regulations. To achieve this goal, competent teachers with quality according to government regulations are needed. However, this will be difficult to materialize if there is no role in the school principal. The total number of teachers at SDN 5 Muara Telang reaches 18 teachers, from here it is clear that with a large number of teachers, a school principal must be able to lead and improve the quality of teacher competence to balance and realize school goals, that is having noble morals, intelligent Muslim human, tough and ready to face global competition.

As the principal, he has the responsibility of implementing education in school. with clear objectives based on the vision and mission of education. "Has short, medium, and long term job targets" [7]. "To realize a school into a religious school and produce graduates with noble character, qualified intelligent Muslim human beings, and a human being who is tough and ready to face global competition, it requires a quality principal figure in line with the goals of the school and also" the principal must have the required skills as initial capital to carry out the duties of the principal.

To review more deeply the importance of principal leadership and teacher competence at SDN 5 Muara Telang, the researcher was interested in researching the principal's leadership in improving the competence of teachers at SDN 5 Muara Telang. The purpose of this study is to describe the principal's program to improve teacher professional competence and principal's valuation to improve teacher professional competence.

2. METHODS

The method used in this research is descriptive qualitative research. With this descriptive qualitative research, the researcher tried to reveal the principal's leadership in improving the competence of teachers at SDN 5 Muara Telang as it happened in the field, and tried to avoid the perspective of the researcher's subjectivity. The subjects in the study consisted of the principal, teachers, and students. The data collection techniques and procedures used the results of observations, interviews, and documentation.

3. RESULTS AND DISCUSSION

3.1 The School Principal Prepares a Work Plan to Improve Teacher Competence at SDN 5 Muara Telang

At the planning stage SDN 5 Muara Telang has set goals to be achieved in education. This can be seen from the vision, mission, goals, and strategies used in achieving these goals. The principal in planning at SDN 5 Muara Telang involved many parties so that this plan would be accepted by all parties, especially teachers who were at the forefront of the learning process in schools.

The principal of SDN 5 Muara Telang has an effort to improve the quality of education by interpreting the vision and mission that has been formulated and the existence of the principal is highly anticipated and very necessary, especially improving teacher competence, where this competency is very much needed and can have a positive effect.

The results of interviews with the principal of SDN 5 Muara Telang related to efforts to improve teacher

competence. The principal has worked hard with programs that have been developed so that a teacher can create conducive learning, the ability to communicate knowledge, management of learning, a commitment.

This is in accordance with the results of research that at SDN 5 Muara Telang the principal has compiled a program to improve teacher competence through supervision activities every year. This was done because increasing teacher competence is important for teachers. At SDN 5 Muara Telang, the teacher competency improvement program has been socialized by the principal to teachers at certain meetings, so that teachers know about the teacher competency improvement program.

At SDN 5 Muara Telang, the teacher competency improvement program is not all well scheduled. Only an increase in teacher competence through a scheduled routine supervision program. Meanwhile, other activities have not been scheduled, such as workshops, seminars, training, and other activities, which are held outside the school.

3.2 The School Principal Organizes To Improve Teacher Competence at SDN 5 Muara Telang

"The principal must have a high commitment to school improvement, focus on curriculum development, facilitate and support teachers in developing their competence. Efforts that can be made by principals to improve teacher competence are by directing teachers to participate in education and training activities to improve their competence, for example, attending seminars or workshops".

"To increase teacher competence, training is needed that is tailored to the competence of each teacher. so that the improvement of teacher competence can be carried out by the principal by involving teachers in the activities of the Subject Teacher Conference, the Advisory Teacher Conference, and the Teacher Working Group" [9].

The school principal organizes the SDN 5 Muara Telang by looking at the potential and competencies possessed by each person, also by the schedule arrangements and allocation of funds and other school resources that support the learning process. The selection of media and learning tools and the fulfillment of teaching materials plays a role in fulfilling and supporting the competencies of the teacher so that the competencies possessed by the teacher can be implemented optimally.

The results of the organization that was done by the principal of SDN 5 Muara Telang, every teacher must be capable in all fields. The school principal sends teachers, in turn, to participate in training

activities such as e-report, with the result that teachers who are appointed as representatives of the school can transfer the knowledge that has been obtained from the training so that sustainable science will be achieved.

3.3 The School Principal Implemented Programs to Improve Teacher Competence at SDN 5 Muara Telang

In implementing the program to increase teacher competence, the role and function of the principal as a manager, which is "the principal must have the right strategy to utilize the educational staff through collaboration, provide opportunities for education personnel to improve their profession, and encourage the involvement of all education personnel in various activities that support the school program "[3]. The implementation stage at SDN 5 Muara Telang in providing motivation, coaching, and development has been carried out well.

"The principal has carried out activities, including making the *KKG* effective, holding workshops related to the preparation of good and correct lesson plans and teaching procedures that lead to active student activities, holding micro-teaching and real teaching in the learning process that leads to exploration, elaboration, and confirmation, and streamlining supervision in the learning process for classroom teachers who emphasize good and correct teaching procedures in the classroom in fact ".

Several attempts have been made by the Principal of SDN 5 Muara Telang in order to overcome the obstacles faced in school programs to improve teacher competence, that is: motivating teachers to maximize existing facilities/infrastructure, submitting additional budgets to the government, collaborating with third parties, discussing with school committees, motivate teachers to have their laptops, build a harmonious and democratic relationship with teachers, and make use of time as effectively and efficiently as possible.

With the program that has been implemented by the principal of SDN 5 Muara Telang, teachers can carry out learning in the classroom by providing solutions for students who are less able to capture the knowledge that has been given and for teachers who are sent to take part in activities outside of school, both training and others activities that can be applied by the teachers at Muara Telang 5 State School.

The result of implementing the principal's work program through workshops and teacher working groups (*KKG*) is that every teacher must be able to carry out learning in the classroom using the methods taught. These results make students more active in learning in the classroom.

3.4 The School Principal Conducts Monitoring And Evaluation To Improve The Competence Of Teachers Of SDN 5 Muara Telang

The school principal supervises teacher competence from planning, implementing, and evaluating learning. Supervision is carried out by the principal of:

- 3.4.1 Supervision of teacher performance involves four competencies, that is, pedagogical, personal, social, and professional competencies.
- 3.4.2 Supervision of teachers in planning syllabus and lesson plans, to prepare teachers for the learning process in the classroom. With careful preparation, it encourages enthusiasm for learning in the classroom.
- 3.4.3 Supervision of the implementation of learning that occurs in the classroom and outside the classroom. The teacher carries out learning that spurs the activeness of students in learning and the teacher also creates a fun learning so that a conducive atmosphere occurs. The teacher optimizes the learning method according to the applicable curriculum and makes use of the existing infrastructure in the school as a learning medium.

At SDN 5 Muara Telang, evaluation of teacher competence is carried out annually by the Teacher Performance Assessment Team consisting of the Principal and School Supervisor. Teacher competency evaluation is carried out by monitoring teachers at the time of teaching and checking learning devices. The results of the teacher competency evaluation show that the competencies possessed by the teachers at SDN 5 Muara Telang are good. It appears that teachers at SDN 5 Muara Telang are diligent and disciplined in teaching, skilled in teaching, have complete learning tools.

After knowing the results of the evaluation of teacher competence, then the Principal of SDN 5 Muara Telang, compiled a follow-up program, as a continuation of the evaluation activity. The preparation of a follow-up program involved the Principal of SDN 5 Muara Telang. Meanwhile, the follow-up form begins with the notification of evaluation results, provides rewards and guidance to teachers.

The results of the evaluation of the principal by conducting a supervision program every year the teacher is able to prepare learning administration, carry out active learning activities in the classroom to apply learning methods from the results of workshops and teacher working groups (*KKG*).

4. CONCLUSION

From the results of the research, management, interpretation, and analysis by the writer, regarding the leadership of the principal in improving teacher competence at SDN 5 Muara Telang, the writer can draw the conclusion that:

- 4.1 The school principal compiles a work plan that can provide direction and guidance in improving teacher competence at SDN 5 Muara Telang so that the preparation of a work plan can be achieved by prioritizing madrasah in the ability of teachers to manage the learning.
- 4.2 The school principal in implementing the work plan needs to involve all components in the school so that the work plan can be carried out properly, the teachers welcome the school principal's work plan so that quality at SDN 5 Muara Telang can be achieved.
- 4.3 The school principal implements work programs, including making the KKG effective, holding workshops related to the preparation of good and correct lesson plans and teaching procedures that lead to active student activities, holding micro-teaching and real teaching in the learning process that leads to exploration, elaboration, and confirmation, and streamlining supervision in the learning process for classroom teachers who emphasize good and correct teaching procedures in the classroom as real as it is.
- 4.4 The principal carries out monitoring and evaluation through classroom observations and takes a stance if the teacher is seen to be teaching poorly. With monitoring and evaluation, it can provide action in the future for schools to become quality educational institutions.

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