

Leadership of Schools in the Digital Era in Improving Professional Competency

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ABSTRACT

In the digital era, the right strategy is needed to improve teacher competence. Teacher competencies include personal, social, pedagogical and professional competencies. The goal of this research is to describe how the headmaster of SMA Negeri 2 OKU's strategies for increasing teachers' professional competence. This is a descriptive qualitative study. Data collection methods include observation, interviews, and documentation. The data analysis process was divided into three stages: data reduction, presentation, and conclusion. According to the findings of the study, the principal's strategy for improving the professional competence of teachers at SMA Negeri 2 OKU is twofold. There are two types of strategies: formal and informal. The formal strategy is carried out directly by the principal, while the informal strategy is based on teacher awareness and is supported by the principal. The formal strategy is in the form of direct coaching by the principal, sending teachers to take part in self-development activities, providing support facilities for increasing teacher professional competence, providing continuing teacher education qualifications. The informal strategy is to increase discipline and motivate teachers. This strategy was successful in SMA Negeri 2 OKU in increasing the professional competence of teachers. So far, professional teachers are identical with educational qualifications, but this can be overcome by self-development. The principal's self-development strategy entails assigning teachers to participate in various trainings and workshops.

Keywords: Teacher Professionals, Principal Strategy, Leadership, Educational Management, Teacher Competence

1. INTRODUCTION

Leadership is a very important component in running the organization's wheels. You will lose direction in running the organization if you do not have an organizational leader. The digital era is also known as the Industrial Revolution 4.0 era. This digital era is fast paced, so it requires the right strategy in carrying out leadership so that the goals expected by the organization can be achieved. Leadership is about managing leadership and inspiring others to do a job for something new and advance the school organization.

In the world of education, life in the era of the fourth industrial revolution is a challenge. The existence of the 4.0 industrial revolution can be marked by various advancements in the online field. Mobile, smartphone, internet, computerization, artificial intelligence data, and robotization are just a few examples. In educational institutions, not only are advances in science and technology required, but education must also be capable of producing quality human resources capable of competing at the local, national, and international levels. As part of the effort to improve the quality of education in the era of the Fourth Industrial Revolution, the principal is a critical component in achieving leadership

in educational institutions. Educational institutions play a critical role in producing high-quality national education capable of competing in this increasingly modern era. If an educational institution advances, so will education in Indonesia. It will never be separated from the role of a school principal in this case.

According to Bush and Marianne [1], leadership throughout the world of science entails the ability to influence, encourage, guide, direct, and mobilize others involved in the implementation and development of education, teaching, or training so that all activities can be carried out. Run effectively and efficiently, which will accomplish the stated educational and teaching objectives. The expected leadership is leadership that is oriented towards the future (transformation leadership).

The most difficult challenge in the era of the Fourth Industrial Revolution is figuring out how to survive it. To survive in today's globalization and advance the school he leads, the principal must have unique skills. Globalization and the advancement of 21st-century learning must be properly addressed. One example is the shift in children's mindsets today, which presents a challenge for school principals and teachers in determining the best solution for overcoming it.

Observing various issues in the world of education as a result of the Fourth Industrial Revolution and 21st century learning, school principals are expected to be innovative and to have bright ideas in order to understand the opportunities that exist and to come up with the best solution. It is also hoped that the challenge of principal leadership in the industrial revolution era will lead to the right solution for school principals in carrying out their duties and functions in the era of the fourth industrial revolution and twenty-first century learning.

Strategy is a method used in mobilizing all the capabilities of all existing resources in an organization so that they can work together to achieve predetermined goals. It can be said that strategy is a determining factor for the success of an organization. Without a strategy, an institution will not be sure how to take advantage of new opportunities [2].

In this digital era, the principal must have a strategy to improve teacher professional competence. This is very important because with professional teachers the learning process will be of higher quality. The long-term impact is that it will produce students with quality learning outcomes as well.

Industry 4.0 has many advantages, but it also has some drawbacks. The difficulty that a country faces when implementing Industry 4.0 is the emergence of resistance to changes in demographics and social aspects, as well as instability. Community resistance arises because of changes that are very sudden and tend to be drastic. This also arises due to the absence of readiness and knowledge of the changing times [5].

Working people in all fields, both technical and managerial, were mandated to even have technology capabilities during the Industrial Revolution 4.0 era. Throughout additament to the demands for necessary skills, it has been concluded that human abilities are also very important in working in the Industrial Revolution 4.0 era. According to the findings of studies conducted in several developed countries, there is an increasing demand for non-routine analytical skills as well as interactive non-routine skills. In the meantime, the demand for routine cognitive skills, manual non-routine, and manual routine has declined [6].

Leadership is the most important aspect of an organization. Remembering this is an attitude of readiness to give influence, encouragement, call for movement, and direction so that all instructions and orders are carried out properly and correctly. The process of influencing group activities organized to achieve predetermined goals is known as leadership. Leadership in organizations means the use of power and decision making. Leadership is an individual in a group who provides direction and organizing tasks that are relevant to group activities. The leadership of an activity in guiding a group in such a way that the group's goals are achieved. These goals are common goals [7].

Moving, directing, protecting, guiding, nurturing, and other connotations are associated with the word lead. The goal of leadership is to mobilize resources, both internal and external, in order to achieve school goals as effectively as possible. According to Government Regulation Number 28 of 1990, article 12 paragraph 1 states that the principal is responsible for the implementation of educational activities, school administration, coaching other educational personnel, and maintaining facilities and infrastructure [8].

The principal is a deciding factor in school management in order to achieve educational goals. The principal in carrying out his duties managing education must be able to act as an administrator and supervisor. As the principal administrator, the principal is required to have various abilities in leading the management of education, and as the principal supervisor, the principal is required to be able to provide guidance, supervision and assessment assistance on issues related to technical education.

The principal is said to play a vital role in the world of education because he or she is intimately and directly involved in the implementation of the education program in each school that he or she leads. The implementation or failure of educational programs or educational goals depend on the skills or policies of the principal as the educational leader and teaching supervisor in the school.

The principal is an educational leader who plays a critical role in improving educational quality in schools. The quality of the principal's leadership determines the development of high morale, a pleasant working environment, and the professional quality of teachers. This means that the principal must arm himself with leadership knowledge. The principal will also want a quality education. So, the principal must also pay attention to the human resources (HR) in the institution. Improving the quality of education in the context of the Indonesian nation is a development target in the national education sector and is an integral part of efforts to improve the quality of the Indonesian people as a whole.

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The principal's leadership strategy is a way to overcome all obstacles or challenges by utilizing all school resources, including increasing teacher professionalism to achieve school goals [10]. Meanwhile, according to Yulmawati [11] the principal's leadership strategy is an activity of making decisions or planning, strategic actions to achieve the set organizational goals so that they can be achieved effectively and efficiently.

According to the Law on the National Education System [12], educators are professionals who plan and implement the learning process, assess learning outcomes, conduct mentoring and training, and conduct research and community service, particularly for educators in higher education. As an educator, the principal must have the right strategy in place to improve the professionalism of educators in his school, create a conducive school climate, provide advice to school residents, encourage all educators and implement attractive learning models. The principal must strive to instill, promote, and expand at least four types of values: mental, moral, physical, and artistic development.

Professionalism teachers are a must in realizing science-based schools, namely learning, curriculum, understanding of learning styles [13]. A teacher determines a school's success because the teacher is the learner, facilitator, and focal point of learning initiatives [14]. As a result, teachers must pay close attention in order to catch up in the field of science (IPTEK). To achieve professional teacher performance, supporting components are required. The most important thing in the existence of a teacher is very influential on all educational resources [15] [16].

Teacher professionalism can be developed when the teacher has adequate work experience; the longer a teacher performs his duties, the more experience he will have [17] [18] [19]. Professional teachers must have a philosophical and wise response in order to respond to and carry out their work. Teachers, as professionals, perform and hold positions in accordance with laws and regulations governing levels of early childhood education, basic education, secondary education, and so on [20] [21]. Teachers have a strategic role in the field of education, and even other resources. And if a teacher who has less quality is supported by other supporting resources, it will result in poor performance. The certification program is an attempt to improve educational quality, rationally if the competence of teachers is good it will be followed by good income and vice versa, it is hoped that it can produce quality and quality education [22].

The teaching profession is a profession or position that requires a special skill as a teacher and cannot be performed by anyone other than a teacher. Competence is the ability to do something as a result of nature and training. Teacher competence is defined as the mastery of abilities that exist within the teacher in order for him to perform appropriately and effectively. Competence is an ability or skill [23].

Teacher competence is defined as the ability of teachers to carry out their responsibilities responsibly. The integration of teacher competence with school components such as the principal, school conditions, teachers, employees, and students will result in the best results. There are several factors that can influence a teacher's ability to carry out their duties, including: a) the school principal's leadership, b) school climate, c)

expectations, and d) trust in school personnel [24]. Professional competence is the ability of an educator to master learning material extensively and deeply, where this allows a teacher to guide students in obtaining predetermined competencies [25].

2. METHODS

The qualitative method is used in this study. Qualitative research is defined as the collection of data in a natural setting with the goal of interpreting the phenomena that occur, with the researcher serving as a key instrument [26]. This is a descriptive qualitative study. The qualitative descriptive method is a research technique that aims to provide a systematic, factual, and accurate description of a social or natural phenomenon. A qualitative method is a research procedure that generates qualitative data in the form of written or spoken words from people or an observed process. The data that appeared were words, not a series of numbers. Data is obtained in several ways, namely observation, interviews, document digests or in other ways that are usually processed before they are ready for use (through recording, editing, or writing over), but qualitative analysis still uses words, which are arranged into an expanded text. Techniques for gathering data include interviews, documentation, and observation. Techniques for data analysis include data reduction, data presentation, and drawing conclusions [27].

3. RESULTS AND DISCUSSION

The implementation of teaching and learning activities requires good teacher professional competence. In its implementation, the principal has obstacles in the field. The results of interviews and observations show that the obstacles faced are teacher communication, low mastery of technology, and low scientific research. At the time of training to improve professional competence, only 60% of the teachers attended. This is caused by a lack of motivation and teacher awareness of the importance of increasing teacher professional competence. Teachers are too comfortable with the teaching methods used so far. Not keeping up with the times because they are already in the comfort zone. Mastery of technology only for social media. Assume that educational technology is something complicated. The teacher only conducts research as a complement to personnel administration, not to solve problems in class.

The principal has a strategy for increasing teachers' professional competence through formal and informal activities. Formal activities can include MGMP, seminars, training, and other events. In addition to formal activities, informal activities are carried out. Informal activities in the form of sharing with colleagues. Besides sharing, the principal also often provides professional motivation to the board of teachers. Coaching is carried out directly to teachers

who experience problems. Besides that, the principal also improves teacher discipline and often carries out patrols around. When the principal is at school, he provides guidance either in an exemplary manner or verbal coaching. Exemplified attitudes include walking around to classrooms and replacing teachers who have not been present in empty classes. Calling teachers personally with low professional competence to share so there is a solution to a problem.

Another strategy undertaken by the principal is to send teachers to various trainings outside the city to improve professional competence. After the teacher has finished the training, they do an inspection to peers at school. Furthermore, the principal encourages teachers to join professional organizations so that self-development occurs. For this activity, the principal also provides facilities in the school that can support increased professional competence. The facilities prepared include a computer laboratory with internet access, a library with educational literature, various educational journals and training fees.

The final strategy taken is to provide permission and support for teachers to upgrade educational qualifications. It is recorded that there are 12 teachers currently pursuing postgraduate education. This is in order to increase professional competence. The strategy carried out by the principal is proven to increase the professional competence of teachers. This can be seen from the increasing number of teachers who became core teachers, district instructors, good practice teachers and winners of other competitions.

Leadership is defined as the means and methods of attempting to manage the capacity and vitality of all stakeholders in order to achieve common goals. As a separate entity, leadership development can be stated that an effective educational leader will have the same characteristics as a successful leader. However, education is an exception because teaching students should be the primary goal of educational leadership. Therefore, even from the various existing leadership theories, its success depends on how effective it is in improving the quality of teaching which depends on teacher education [28].

4. CONCLUSION

In SMA Negeri 2 OKU, the principal has two strategies for improving teachers' professional competence. Namely the formal strategy and informal strategy. The formal strategy is carried out directly by the principal, while the informal strategy is based on teacher awareness and is supported by the principal. The formal strategy is in the form of direct coaching by the principal, sending teachers to participate in self-development activities, providing support facilities for increasing teacher professional competence, providing continuing teacher education qualifications. The

informal strategy is to increase discipline and motivate teachers. This strategy was successful in SMA Negeri 2 OKU in increasing the professional competence of teachers. So far, professional teachers are identical with educational qualifications, but this can be overcome by self-development. The self-development strategy carried out by the principal is by assigning teachers to participate in various trainings and workshops as well as organizational activities that can improve teacher professionalism. This activity was strengthened by increased discipline and motivation given by the Principal. So that it fosters self-confidence in teachers, feels valued and needed so that it has an impact on teacher professional improvement.

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