



An Analysis of Needs: Role of Principal in Learning Leadership to Improve Teacher Pedagogic Competencies

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Abstract. This study aims to analyze the needs of the principal's role in learning leadership to improve teacher pedagogical competence. The conditions in the field of teacher pedagogic competence need to be improved, one of which is by optimizing the role of the principal as the leader of learning. This research involved 117 school principals from 12 districts and 7 cities in West Sumatra. Based on the research results, it is obtained data that the role of the principal in learning leadership to improve teacher pedagogical competence is very important. The survey results show that the percentage of the need for an increase in the role of the principal in learning leadership to improve teacher pedagogical competence is at 84.53%. The indicators of designing learning are at 88.48%, implementing learning is 80.55% and evaluating learning is at 84.55%.

Keywords: learning leadership · pedagogic

1 Introduction

School is one of the institutions that produces the nation's next generation. For that we need a leader who can help the school towards a better direction. The principal as a leader who has tremendous influence on the vision and mission of the school. Principals need to master leadership areas such as managerial, managerial, or learning. One of the principal leadership concerns now is the principal's learning leadership. Rossow (1990), Smith and Andrew (1987), Gorton et al. (2007) states that the principal's leadership is very important, for that it needs to be paid attention to remembering that there is hope in students, a conducive learning atmosphere and the need for supervision. Bamburg and Andrews (1990) also explain the importance of increasing the principal's learning leadership, where by providing learning guidance to teachers, communicating the objectives of learning activities, being active in activities at school, taking an active role and providing guidance to employees, further trust is needed. to teachers in learning activities.

The conditions that occur in the field show that the ability of school principals to develop teacher pedagogical competences still needs to be improved. So far, the role of school principals is still not optimal in improving teacher pedagogical abilities, especially

in producing learning that is integrated with the curriculum. The principal is not maximal in providing assistance to teachers to design, implement and evaluate learning activities.

The purpose of this study is to describe the role of the principal in learning leadership to improve teacher pedagogical competence. The indicators are the role of the principal in planning learning, implementing learning and evaluating learning.

2 Method

This type of research is a descriptive study that seeks to reveal events as they really are, so that they are merely to reveal facts (fact finding). The population of this study were all school principals in West Sumatra, which consisted of 12 districts and 7 cities.

The technique used is Sugiyono’s (2008) purposive sampling technique, in which the sampling technique is based on certain considerations. The instrument used in data collection was a Likert scale model questionnaire. Distribution of questionnaires via the google form plate with the link <https://forms.gle/1R9h62TbxndjaRBKA>. The questionnaire was distributed to 12 districts and 7 cities in West Sumatra province and was filled in by 117 respondents. This questionnaire has been tested for validity and reliability first. The data analysis technique used is the average score.

$$X = (\sum X) / N$$

Information:

X = Average (mean)

= The total number of scores

N = Number of respondents

3 Result and Discussion

Data regarding the results of the principal’s role in learning leadership to improve teacher pedagogic competence can be seen in Table 1.

Table 1 explains that about 88.48% with an average of 4.42 school principals stated that they really want to increase their role in pedagogic competence. Furthermore, around

Table 1. The Role of Principals in Teacher Pedagogical Competencies

No	Indicator	Number of Item	Very Needed		Needed		Just Needed		Less Needed		Not Needed		Jumlah N	Sigma FX	Average Score	Achievement Level (%)
			F	%	F	%	F	%	F	%	F	%				
1	Lesson Planning	5	332	56.75	192	32.82	46	7.86	7	1.20	8	1.368	585	2588	4.42	88.48
2	Carry out learning	5	191	32.76	252	43.22	112	19.21	21	3.60	7	1.201	583	2348	4.03	80.55
3	Learning Evaluation	8	401	42.84	394	42.09	109	11.65	17	1.82	15	1.603	936	3957	4.23	84.55
	Rata-rata	18	924	44.12	279	39.38	89	12.91	15	2.20	10	1.39	701	2964	4.23	84.53

Sources: Researchers

80.55% with an average of 4.03 school principals expressed their desire to improve the ability of teachers to carry out learning, and around 84.55% on an average of 4.23 principals expressed a desire to increase their role in evaluating learning the teacher did.

So far, school heads often experience obstacles in implementing learning leadership. This is because attention is often focused on administrative activities rather than learning activities. Even though these two things must be carried out according to their needs.

As stated by Mulyasa (2007) that learning activities need to be considered, so that learning activities can run effectively and efficiently. Blasé and Blasé (2000) in their research revealed the importance of the principal's learning leadership, so as to improve teacher pedagogical abilities. Furthermore, Hasan et al. (2019) stated that school principals need to improve teacher pedagogical abilities in terms of planning, implementing and evaluating learning.

There are many hopes from the principal with the importance of increasing the role of learning leadership, such as the teacher must master the maximum ability in designing learning. The teacher must be able to carry out learning in accordance with the draft that has been compiled, and finally the teacher must be able to carry out a good evaluation. Evaluation is important to do to determine follow-up steps going forward.

The principal also has the hope of improving the ability of teachers in information technology, and will provide directional direction on various problems faced by teachers in learning. Furthermore, the principal has also designed that they need a model in learning leadership in an effort to improve teacher pedagogical abilities, the next target is the preparation of a workshop program for information technology or to optimize learning activities.

4 Conclusion

Based on the explanation above, it can be concluded below:

1. The role of the principal in learning leadership to improve the pedagogic ability of teachers in terms of planning learning is at 88.48% with an average score of 4.42. This proves that the principal is eager to increase his role in learning planning.
2. The role of the principal in learning leadership to improve the pedagogical ability of teachers in implementing learning is at 89.55% with an average score of 4.03. This proves that the principal is eager to increase his role in the implementation of learning.
3. The role of the principal in learning leadership to improve the pedagogic ability of teachers in terms of evaluating learning berapda at 84.55% with an average score of 4.23. This suggests that the principal is eager to increase his role in learning evaluation.
4. Overall the role of the principal in learning leadership to improve teacher pedagogical abilities in terms of planning, implementation and evaluation is at 84.53% with an average score of 4.23. This means that the principal is eager to maximize his ability in implementing teacher learning, starting from planning, implementation and evaluation.

Suggestions that can be submitted in this research are:

1. Principals, to further enhance their role in learning leadership so that teachers' pedagogical abilities can increase.
2. Teachers, in order to work together with school principals in producing quality learning.
3. The education office, in order to facilitate activities that can improve the ability of school principals in terms of learning leadership, such as in the form of education and training, workshops or other activities.

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