Principal’s Managerial Competence in Improving Teacher’s Professional Competence

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ABSTRACT

Improving the quality of education needs to be supported by improving the professionalism of teachers which will also affect the quality of graduates. In this case, the role of the principal is very necessary to support the success of the teacher professional improvement program. The purpose of this study is to discuss the managerial competence of school principals to improve the professional competence of teachers at SD Muhammadiyah 1 Krian Sidoarjo. This study uses a qualitative approach with a case study type of research. Data collection techniques through interviews, observations, and documentation. The results of this study reveal that with the managerial competence possessed by the principal of SD Muhammadiyah 1 Krian in improving the professional competence of teachers, teachers have tried to carry out their roles to the maximum. By looking at the planning of programs to improve teachers' professional competence, school organization management, cooperation with vice principals, educators and education staff, control, find solutions to the challenges faced in improving teachers' professional competence and evaluation at SD Muhammadiyah 1 Krian. Establishing a KKG program for teachers also provides opportunities for teachers to continue their S2, PPG and PMM studies as an effort to improve teacher professionalism. This research is expected to be a reference for academics to continue to strive to improve the quality of education in Indonesia. Not only for teachers and school principals, but all levels of society to show their concern for education.

Keywords: Competence, Managerial, Principal, Teacher, Professional
INTRODUCTION

Education is a means for humans to be able to develop their potential through the learning process they follow. Through education, it is hoped that it can give birth to the next generation who have superior and quality personalities who can bring progress to this nation. Education is the most important place for every citizen because without education this country will not progress (Fadia & Fitri, 2021). Recently, the quality of education in Indonesia has become a serious topic of conversation. The Indonesian government continues to strive so that the quality of education in Indonesia continues to improve. The efforts of the government, the private sector, educational institutions, and the community also take part in improving the quality of education in Indonesia (Alifah, 2021). Indonesia is a country that cares about its education. Many efforts have been made to improve the quality of education for the better. As written in the 1945 Constitution article 31 paragraphs (3) and (4) regarding the government's obligation to strive for the organization of teaching (Febri et al., 2023).

There are two most important points in the quality of education, namely the process and results (Arifudin, 2019). Inputs involved in the education process include teaching materials that include cognitive, affective, or psychomotor aspects, teaching methods that vary according to the teacher's ability, infrastructure in education, administrative systems, supporting resources, and efforts to support effective and efficient learning (Tanjung et al., 2022). In addition, school culture is also one of the components that is considered important to support the success of improving the quality of Indonesian education (Kusumaningrum et al., 2019). School culture in which there are attitudes, beliefs, and values will certainly improve the quality of education as expected (Nursidah et al., 2022). However, in addition to this, some components have important functions and roles in improving the quality of education. Teachers are an important factor in developing the quality of education because, without the role of teachers, the quality of the institution becomes low (Sulastri et al., 2020).

A teacher must have professional competence, which includes their ability to understand and master learning materials, skills in teaching and delivering materials, and loyalty to their duties as a teacher (Bagou & Suking, 2020). The existence of professional teachers will support the success of efforts to improve the quality of education (Mulyadi, 2021). To present professional teachers, of course, there is a need for development and guidance that will support the improvement of the quality of education (Ramadina, 2021). To develop professional teachers, of course, involves several factors such as the role of the school principal. In the education system, the principal is an important figure who is entrusted with every smooth educational process. The means of supporting the educational process will not run well if the principal cannot manage it well (Amon & Harliansyah, 2022). The quality of an educational institution depends on the role of the principal and teachers, for that the two components will always relate and work together in forming a quality educational institution.
The principal is categorized as a teacher who is given the mandate to carry out the task of leading and developing a school (Kadarsih et al., 2020). According to Priansa in Minsih (2019) as a professional in the school organizational structure, the principal has the responsibility to efficiently manage school resources and establish close cooperation with teachers, employees, and other staff to achieve educational goals. The principal can also be defined as someone who is in charge of leading the process of organizing formal education, as well as being a milestone in realizing quality education in schools. The principal certainly plays an active role in leading matters related to the needs of the school (Angga & Iskandar, 2022). According to Mulyasa in Alhabsyi (2022) states that being a leader must understand three points: the reason the institution needs a good education, the supporting factors for improving the quality and productivity of schools, and the ability to manage educational institutions properly and efficiently. Thus, a supervisor is obliged to instill his leadership spirit in the institution being run.

According to the Minister of National Education Regulation No. 13/2007, there are five competencies that principals must have: managerial, entrepreneurial, personality, supervision, and social (Hidayat et al., 2022). According to Permendikbud No.16/2018, school principals have the main responsibility of carrying out managerial tasks, developing entrepreneurship, and supervising teachers and teaching staff (Julaiha, 2019). Principals act as leaders or managers in educational institutions. The existence of a qualified principal is a determining factor in the quality of an educational institution. Nur Aedi in Tanjung (2021) said that the role of the principal as a manager in schools determines the process of managing school management in terms of planning, organizing, implementing, and supervising can affect the success of achieving goals. Thus, an agency leader needs to have managerial competencies that can support the success of education quality.

In connection with improving the quality of education, of course, it needs to be supported by improving teacher professionalism. Because the quality of an educational institution and the quality of its graduates are certainly influenced by the competence of its teachers (Azainil et al., 2021). Improving the quality and quality of education needs to be supported by the role of the principal through improving teacher professionalism (Sutikno, 2022). Permendiknas RI No.16 of 2007 stipulates teacher competencies as follows: "Teacher professional competencies include 1)Mastering the material, structure, concepts and scientific mindset that support the subjects taught, 2)Mastering the competency standards and basic competencies of the subjects taught, 3)Developing learning materials that are taught creatively, 4)Developing professionalism on an ongoing basis by taking reflective action, 5)Utilizing information and communication technology to develop themselves" (Bagou & Suking, 2020). The demand for teachers to improve their professional competence as a support for improving the quality of education is also a big task for school principals. Because everything related to an educational institution and educators is under the responsibility of the supervisor.
One of the demands that the principal gets to improve the professional competence of teachers is based on competition between educational institutions, especially between Islamic educational institutions. The quality of an educational institution is the main weapon in attracting the interest of students and parents. In addition, the advantages of these educational institutions are also an important point that distinguishes them from other institutions (Sholeh, 2023). A quality and positive educational institution will get a good image in society. For this reason, there needs to be innovation and creativity which will later become the advantages of the educational institution (Manurung & Siagian, 2021). Responding to this, of course, starts from the quality of the resources in it. So this is the role of school principals who have reliable managerial competence in managing these resources effectively and optimally to create a quality educational institution (Triani, 2021). In this case, the principal as a leader holds a great responsibility in driving the dynamics of the educational institution led (Saputra, 2018). There is no exception in terms of shaping the quality of educators in the school. So that it will create a positive image in the community.

In several relevant studies such as the research of Rahman Tanjung et al. (2021) which discusses how to plan, implement, evaluate and solve problems in improving teacher performance in elementary schools. Research by Al Mubarok et al. (2021) about the implementation managerial programs and the obstacles felt in improving the teacher's professionalism. Then Amon and Harliansyah's research (2022) which analyzes the planning, implementation, supervision and obstacles that occur in vocational high schools in the education quality improvement program. Further research by Bagou and Suking (2020) presented an analysis of the professional competence of teachers in high school. Then the research of Oktaviani et al. (2020) which discussed the implementation of teacher professional improvement through the T2KT program and the changes that occurred after the implementation of the program. Normiati's research (2023) which discusses the influence and relationship between the principal's leadership and teacher competence. And research from Vaiza and Jamilus (2022) regarding the strategies pursued by the principal in improving teacher performance. The discussion and some of the research above are used as a reference for researchers in carrying out research that focuses on the managerial competence of school principals in improving teachers' professional competence.

This research is projected to discuss the competencies that must be possessed by a school principal as the leader of an educational institution in forming an effort to improve the competence of teaching teachers. How can school principals form teachers who are professional in teaching. Because the professionalism of teachers will certainly affect learning, and with quality learning, it will certainly produce products in the form of quality graduates. To achieve these goals, of course, support, motivation and adequate facilities are needed. It is necessary for school principals who care about this, can pursue programs that can improve the professionalism of teachers and have the necessary competencies to support the success of the goals of the programs launched. SD Muhammadiyah 1 Krian is one of the many schools in Sidoarjo Regency. Every
educational institution certainly has an achievement target to be able to compete with other educational institutions. Having quality human resources is the key in this regard. As one of the schools in Sidoarjo Regency that is in great demand by the community, of course, it is inseparable from the ability of the principal in managing the institution, including improving the competence of education and education personnel. In line with that, the objectives in this study are formulated in the form of the role of a school principal, managerial competencies and programs or efforts to improve the professional competence of teachers at SD Muhammadiyah 1 Krian Sidoarjo.

RESEARCH METHODOLOGY

This research was carried out at SD Muhammadiyah 1 Krian Sidoarjo. The method used is a qualitative research with a type of research in the form of a case study located at SD Muhammadiyah 1 Krian Sidoarjo. There are two sources of data in this study. The principal and deputies, and several teachers as primary data sources. Meanwhile, the secondary data in this study is from the results of photos, texts, files and other related documents. Data collection techniques are in the form of interviews, direct observation in the school environment, and documentation. The researcher conducted interviews with several informants to collect data, namely the principal, deputy principal and three teaching teachers. Data analysis techniques using the Miles and Huberman model in (Fauzi & Falah, 2020) namely: 1) Collection of research data, 2) Data reduction or sorting of adjusted data in concluding, 3) Presentation of data in the form of descriptions, narrative texts and the like, and 4) Concluding research data. The initial stage of the data analysis process carried out by the researcher after collecting the research data and the data is saturated, then sorting and processing the data is carried out, the next stage is to present the data described in a sentence, paragraph, table or the like, and the last stage is to conclude the data by adjusting the research objectives.

RESULTS AND DISCUSSION

1. The Role of the Principal in Improving the Professional Competence of Teachers at SD Muhammadiyah 1 Krian Sidoarjo

   Based on interviews with several teachers, it is stated that the urgency of improving teachers' professional competence is based on the challenges faced today. In addition to competition between other schools in improving the quality of education. The main factor faced by teachers today is the influence of globalization. Globalization has a great influence on students' learning patterns and character. To face the influence of globalization, teachers must be able to improve their professionalism so that they can produce a good and competent generation of the nation. Teachers must be able to understand the character of students according to their generation, and be able to instill good character values and personalities for students' lives. So that the influence of globalization does not hurt children's development. The development of technology as part of globalization requires
teachers to continue to learn and make adjustments so that the learning carried out in the classroom is by the development of the times and course fun for students. This is by Suwarni's research (2023) and research on Thana and Hanipah (2023) that education is a dynamic aspect, always following the changes and developments of the times that continue to occur, so that the components in it must also continue to adjust, including its human resources and the content of education, namely the curriculum. To support these things, it is necessary to improve the professional competence of teachers.

To overcome these problems, improving the professional competence of teachers is inseparable from the important role of the principal. In carrying out this role, he is assisted by deputies and heads of affairs in their respective fields, namely the head of Al Islam, head of SDI, head of student affairs, head of BUMS, and head of infrastructure facilities. The principal's efforts to improve teachers' professional competence, namely as an educator, manager, administrator, supervisor, leader, innovator, and motivator (Muflihah & Haqiqi, 2019) The researcher conducted an interview with the principal regarding how the principal carries out his role as a leader to improve the professional skills of teachers at the institution. In this case, the principal of SD Muhammadiyah 1 Krian tries his best to carry out the seven important roles of a principal, namely:

a. The principal's role as Educator

By providing good learning to teachers and students. The principal's job is to educate teachers about the learning process, so that it becomes an example and reference for teachers to become professionals. The way the Principal of SD Muhammadiyah 1 Krian provides education for teachers is to be an example in everything from discipline, competence in teaching and a good attitude of socialization. The principal also tries to be disciplined in controlling the classroom, giving affirmations and good advice to teachers and always reminding teachers if they do not carry out their duties properly. In addition, school principals must also continue to learn to be able to adapt and follow the development of science and technology so that they can educate teachers about technological developments and be able to implement them.

b. The principal's role as a manager

As a Manager, the principal carries out his duties in the management of activities in the school, including in terms of improving teacher competence. From this management perspective, the principal forms the school's organizational structure both for teachers, staff and employees, and divides tasks clearly, so that tasks are carried out properly. By forming a school organizational structure, to carry out competency improvement programs can be carried out more easily and more structured. As well as making it easier for school principals to control it.
c. The principal's role as *administrator*

The principal as an administrator can be seen from the management of financial administration, employment, student affairs, Al Islam and Muhammadiyah, infrastructure facilities and books in and out of the school filing cabinet. For this reason, the principal has the task of controlling the administrative report so that it is clear and ensures whether the management is running well. With the management of the administration, school programs will be carried out properly.

d. The principal's role as *supervisor*

Supervision is carried out in the form of academic supervision and managerial supervision. The implementation of supervision is in the form of controlling the activities of admitting new students, controlling the committee at school, controlling the learning process with class visits, and so on. This is done by the principal so that activities at school are carried out in a structured manner.

e. The principal's role as a *Leader*

As the character of a leader. Be fair and subjective in assessing teachers and staff, reprimand if wrong and give positive feedback to teachers or staff who have good performance. Strive to be a good leader and be responsible for the tasks that have been entrusted to them. The firm attitude instilled by the principal of SD Muhammadiyah 1 is intended so that teachers can be disciplined and improve in terms of performance and competence.

f. The principal's role as an *innovator*

The principal of SD Muhammadiyah 1 Krian as an innovator must certainly provide the latest innovations or ideas in the school environment. The innovation will be a distinct advantage that distinguishes it from other schools. This can be seen in several school canteen buildings that are rented out to investors or student guardians, student shuttle facilities, student catering, school cooperatives, and others.

g. The principal's role as a *Motivator*

The principal applies the principle of providing *rewards* for competent teachers and sanctions for those who make mistakes or violations. Another motivation is to make it easier to permit teachers who want to study further. In addition, other efforts are made by installing slogans that can foster the spirit of work and enthusiasm for learning for teachers.

In this case, the principal of SD Muhammadiyah 1 Krian has tried to carry out his duties and roles as much as possible. The principal's responsibility is supported by the contribution of the vice principal (Sugiarto, 2021) and the head of affairs in each field that helps the smooth running of all activities.
2. Principal's Managerial Competence in Improving Teachers' Professional Competence at SD Muhammadiyah 1 Krian Sidoarjo

Maximum management and empowerment of resources in schools is the task of the principal as the leader of the educational institution, including the improvement of teachers' professional competence. Principals must have competence to achieve educational goals optimally. Opinion of Sri Rahmi (Rahmi, 2019) The principal's managerial competence is in the form of expertise in planning, organizing, leading, and controlling an organization to achieve certain goals. According to Sabrina et al. (2020) The managerial competence of a principal is the ability to make school plans, manage school organizations, and empower resources so that activities are carried out according to predetermined supervision standards.

At the time of the interview with the principal of the teachers' assembly, relying on his managerial competence, the principal tried to plan a strategy to improve teachers' professional competence. In planning the strategy, the principal discussed and cooperated with the vice principal. Likewise in controlling, the implementation of the principal is always accompanied by the vice principal. If the principal is unable to attend directly to the activity, then the deputy becomes the intermediary in replacing the task. The ability to work together and empower organizational resources is also included in the principal's managerial competence.

The strategy planned by the principal to improve teacher professionalism is collaborative. In its implementation, teachers are given the opportunity by the principal to convey their ideas and desires and pay more attention to teachers who need to improve their professional competence. In addition, teachers are allowed to participate in activities that can develop their professional competence. Principals also require teachers to further deepen their understanding of lesson plans and instructional materials that will be given to students. This is because professional criteria are teachers who master the material they teach.

In addition, the strategy in supervision to improve teachers' professional competence is carried out periodically and continuously. The implementation is carried out in two directions between the teacher and the principal individually. During unannounced class visits, and bringing the PCM, PDM, and Krian Regional Education Office elementary school supervisors to the school to receive input and direction. With the hope that obstacles and shortcomings that need to be corrected in the implementation of the teaching and learning process can be immediately evaluated and improved. Then the results of the evaluation can be used as motivation for teachers to improve their performance and professionalism.

The principal's management in improving teachers' professional competence refers to the staffing guidebook according to the instructions from the Muhammadiyah central leadership. The guidebook contains matters related to rules, rights, and obligations, for example, rewards and punishments, which are a reference for school principals in efforts to improve teacher professional competence.
Teachers' professional competence, there are undeniably challenges faced by every teacher. The main challenge is the problem of time management and also enthusiasm which sometimes still fluctuates. Another factor is that for classroom teachers who have full classroom responsibilities, the opportunity to develop their profession on an ongoing basis is still minimal due to the responsibility of the classes they manage. Class teachers certainly have more teaching hours which makes the opportunity even more minimal and it is not uncommon for class teachers to have difficulty dividing their time. In addition, there are still some teachers who have not been spurred, encouraged or moved to improve professional competence personally.

Responding to these challenges by finding solutions to existing problems requires the managerial competence of a principal, who can find the right solution to the problems faced. The solution implemented by the principal of SD Muhammadiyah 1 Krian in responding to these challenges is by having a casual discussion with the teachers. Through this approach, the principal provides stimuli to spur the enthusiasm of teachers to become professional educators and continue to improve their professional competence. In addition, it provides solutions so that teachers can manage time effectively and efficiently so that activities at school and home can run together optimally. Principals and teachers can work together and communicate to improve teachers' professional competence, including determining programs together, assigning tasks according to teacher abilities, and helping to overcome teacher challenges, as well as other efforts.

3. Teacher Professional Competence Improvement Program at SD Muhammadiyah 1 Krian Sidoarjo

To improve teachers' professional competence, the principal together with the deputy is assisted by the head of affairs in planning programs that support the improvement of teachers' professional competence at SD Muhammadiyah 1 Krian Sidoarjo. Some of these programs include teacher working group activities (KKG) at each grade level. According to Mulyasa Sukirman (2020) KKG activities are a means for teachers to develop professional competencies, improve their abilities, and develop relevant and effective teaching methods. At SD Muhammadiyah 1 Krian, there are two groups of teachers' working group activities. Large class groups consisting of homerooms 1, 2, and 3, and small class groups consisting of homerooms 4, 5, and 6.

Other activities to improve teachers' professional competence include delegating teachers to training activities, training, and seminars and disseminating the results of activities to all teachers, providing opportunities for teachers to intern at better schools, conducting supervision and evaluation of teachers in learning activities and then following up directly on the results of supervision. In addition, the school also provides ample space for teachers who want to improve their professional competence through further education, namely continuing to study S2 or S1.
(adjusting Elementary School Education), motivating teachers to take part in PPG or PMM programs.

CONCLUSION

The principal strives to be able to carry out his role as an educator, manager, administrator, supervisor, leader, innovator, motivator well, especially in improving the professional competence of teachers. The competence possessed by the Principal of SD Muhammadiyah 1 Krian to improve the competence of his teaching staff is the ability to work together and empower organizational resources well. The principal uses a collaborative strategy by providing opportunities for teachers to actively participate in activities that can develop their professional competence. In addition, the strategy in supervision to improve teachers' professional competence is carried out periodically and continuously. The management of school principals in improving teachers' professional competence refers to the personnel guidebook according to the instructions from the central leadership of Muhammadiyah. And in responding to problems, the principal also always involves teachers through discussions to find the right solution, as to provide stimuli that spur the enthusiasm of teachers to become professional and competent educators. The program at SD Muhammadiyah 1 Krian to improve teachers’ professional competence includes KKG activities with two groups, delegation of teachers in training activities, training and seminars and determining the results of activities to all teachers, providing opportunities for teachers to intern in better schools, implementing supervision and evaluation of learning with direct follow-up, providing space for teachers in the form of S2 studies, PPG or PMM program.

ACKNOWLEDGEMENT

I would like to extend my heartfelt gratitude to the editorial team and reviewers of Al-Fikrah for their invaluable contributions and meticulous attention throughout the publication process of my article “Principal’s Managerial Competence in Improving Teacher’s Professional Competence”. Moreover to the headmaster of SD Muhammadiyah 1 of Krian who has given me a precious time to do research and observation in that institution. I am truly honored to have my work featured in your esteemed journal. Your dedication for advancing scholarly knowledge in Islamic Education Management is commendable and greatly appreciated by researchers worldwide. It is a great privilege to have my work featured in your prestigious journal. Thank you once again for the opportunity to contribute to Al-Fikrah. I look forward to future collaborations and continued engagement with your esteemed publications.

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