

25. Leadership of Management School Principal in Teacher Competency Development

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Leadership of Management School Principal in Teacher Competency Development

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Abstract. The leadership of the principal has a role in leading and regulating the educational process in schools. The research objective wants to know (1). Principal Leadership Management in teacher competency development (2). Role of the Principal (3). Evaluation Stages (4). Success in principal leadership. The method uses a qualitative approach with valid data collection, namely: (a). Conduct in-depth interviews (b). Participatory observation (c). Document study (d). Data reduction, data reflection. (e) Verification of data dependability, credibility, and convermblity. Research instrument through primary data and secondary data. Conclusion in principal management in developing teacher competence (1). Role of the Principal (2). Effective principal evaluation stages (3). The Success of Principal Leadership Implementation

Keywords: Leadership; Educational; Evaluation

1 Introduction

1.1 Background

Management has occupied a central position in educational institutions in the effort of fostering and developing human group cooperation activities with a view to achieving certain goals. Then school is a formal educational institution as a form of grouping of people who cannot separate themselves from management activities. Because, education in which focuses on certain goals as the end of the process. And management as a social process that is planned to ensure cooperation, participation and involvement of a person in achieving certain goals and objectives that are implemented effectively. Management contains elements of guidance, direction and direction of a group of people towards general achievements. As a social process, management places its function on the interaction of people both below and above who are above someone's operational position in an organization.

1.2 Principal Management

The leadership management of the principal has a role as a leader in his school who is responsible for leading the education process in schools, relating to the development of the quality of human resources, the professional development of teachers, employees and all related to the leadership of the principal. The role of the principal as a leader reflects the principal's responsibility to mobilize all resources in the school, so that a work ethic and high work productivity are born in achieving goals. This leadership function is very important because

besides being a driving force it also plays a role in controlling all activities of teachers (in order to develop teaching professionals), staff and students and at the same time to research problems that arise in the school environment.

Therefore, the efforts of the principal in developing teacher competence in teaching and learning activities in schools through the development of human resource management, are urgent to be implemented, because if the competence of teachers in teaching can be managed properly, all their potential can be utilized to the maximum extent possible so that it will be born out put quality school education.

1.3 SMA Islam Assa'adah

SMA Islam Assa'adah Setu, South Tangerang, which has a vision to be the best school that is oriented towards excellence and respect for various potentials and intelligence in order to form strong, intelligent, creative, and noble Muslim intellectuals. In accordance with the example of Rasulullah SAW as contained in the Al-Qur'an. (Surah Al-Ahzab: 21) which means: Verily, the Messenger of Allah is a good example for you (namely) for those who hope for (mercy) Allah and (the coming) of the Day of Judgment and he chants Allah a lot.

The problems that arise at Assa'adah Islamic High School in schools are as follows:

- a. The principal's leadership management has not yet focused on competency development.
- b. The principal still lacks attention to teacher activities, especially extra-curricular activities.
- c. Activities that have been programmed have not run optimally and have not been implemented.
- d. There is still a lack of good cooperation between principals, deputy principals, teachers and education personnel.

2 Methods

This study used a descriptive qualitative approach, an approach with valid data collection results, namely: (1). Conduct in-depth interviews (2). Participatory observation (3). Document study (4). Data reduction, data reflection. (5) Verification of data dependability, credibility, and convermblity

2.1 Data Collection Techniques

The steps used in data collection are as follows

- a. Observation
The ability of a person to use their observations through the physical senses that are used in order to collect data in an active and attentive manner as certain stimuli as needed, regarding conditions or social phenomena and recorded symptoms.
- b. Interviewing
As a data collection technique is used to obtain oral information through face to face with respondents who can provide good and true information.

2.2 Research Instrument

- a. Primary data
Primary data is data obtained from the source without any prompts. As needed and can get it with instruments and make direct observations of the subject under study.
- b. Secondary Data
Secondary data is obtained directly as for data such as general descriptions of the public, newspapers, magazines, information and other publications.

3 Results and Discussion

The objective conditions of SMA Islam Assa'adah Setu Tangerang Selatan are as follows:

- a. Vision: To be a Professional and Accountable School in Forming Students with Achievement, Morals, and Knowledge of Technology and the Environment.
- b. Mission: (1). Developing professional and accountable schools through education and training to develop the quality of teaching and education personnel from school to national level. (2). Conducting innovative and creative learning to foster a spirit of achievement, both academically and non-academically (3). Developing a culture of politeness in speaking and being polite in behaving according to the teachings of ahlussunnah waljama'ah. (4). Develop technology-based special skills for school residents through intracurricular and extracurricular activities. (2). Fostering the importance of the environment for school members through the Adiwiyata education program.

3.1 Management of the Principal in Developing the Competence of SMA Islam Assa'adah Teachers

Based on the research results of SMA Islam Assa'adah related to its competence, it is: (1). Have a commitment to students and the learning process (2). Mastering in depth learning material for students (3). Observing student learning outcomes through evaluation (4). Able to think systematically in learning and experiences (5). As part of learning in their professional environment.

These five things are evidenced by the quality and quantity of teacher attendance in the teaching and learning process, having appropriate educational qualifications, filling in student assessment lists and being able to socialize and adapt to all school components.

Role of the Head in Competency Development for SMA Islam Assa'adah Teachers

The role of the principal of SMA Islam Assa'adah, namely, as: (1). Educators (2). Manager (3). Administrator (4). Supervisor (5). Leader (6). Innovator (g). Motivator. The role of the principal with the development of teacher competence. There are as follows:

- 1) Principals as Educators Teaching and learning activities are at the core of the education process at Assa'adah Islamic High School, the teacher acts as the implementer and developer of the curriculum in the school. Principals who show high commitment and focus on curriculum development and teaching and learning activities in their schools will of course really pay attention to the level of competence of their teachers, as well as will always try to facilitate and encourage teachers to continuously develop their competences, so that teaching and learning activities can run effectively and efficiently. The school principal as an educator, always strives to improve the quality of learning carried out by the teacher. In this case, the experience factor will greatly affect the competence of school principals, especially in supporting the formation of understanding of educational staff on the implementation of their duties.
- 2) Principals as Managers In managing educational personnel, one of the duties that the principal of SMA Islam Assa'adah must perform is to carry out maintenance and professional development activities for teachers. In this case, the principal facilitates and provides broad opportunities for teachers to be able to carry out professional development activities through various education and training activities, both implemented in schools, such as: MGMP / MGP at school level, in house training, professional discussions and so on., or through educational and training activities

outside of school, such as: opportunities to continue education or participate in various training activities organized by other parties.

- 3) **Principal as Administrator** Specifically, the principal of SMA Islam Assa'adah has the ability to manage curriculum, manage student administration, manage personnel administration, manage administration of facilities and infrastructure, manage archival administration, and manage financial administration. These activities are carried out effectively and efficiently in order to support school productivity. The role of the head as administrator is assisted by program implementers under him, including the deputy principal of the school, teachers and other administrative personnel. The principal managerial ability is manifested in the form of administering all the affairs of the school, this manifestation is an indication of the principal's mastery of the ability.
- 4) The principal as a supervisor to find out the extent to which the teacher is able to carry out learning, the principal periodically carries out supervision activities, this is done through class visits to observe the learning process directly, especially in the selection and use of methods, the media used and student involvement in the process. learning. From the results of this supervision, it can be seen that the weaknesses and strengths of the teacher in implementing learning, the level of mastery of the competence of the teacher concerned, then strived for solutions, guidance and certain follow-ups so that the teacher can correct existing deficiencies while maintaining their excellence in learning. The principal of SMA Islam Assa'adah as manager is a reflection of leadership.

3.2 Evaluation in the Competency Development of Assa'adah Islamic High School Teachers

Evaluation is a process that determines the conditions, where a goal has been achieved which has an impact on a decision making by the principal. The evaluation was carried out continuously which was directly led by the principal along with the teachers to discuss the school programs both implemented and not implemented. By holding routine evaluation meetings every Thursday afternoon after the learning activities are finished to solve problems that must be discussed.

Decision making in the handling of a problem which is an obstacle or obstacle, so it is necessary to take a step. Therefore, by conducting an evaluation the principal will find out how much the results have been achieved. Of course, the evaluation principle itself goes through the evaluation planning stage, data collection, data verification, data processing, data interpretation, which is assisted by teachers. Because evaluation in accordance with the provisions will produce concrete and accountable data. Therefore, the procedure in the evaluation must be carried out by a school leader or principal in order to create a productive performance by promoting a high sense of responsibility to the school community itself.

a. Decision Making Steps

Evaluation is a process that determines the conditions, where the goal has been achieved as well as in the evaluation of the existence of a stage or the first step, namely the planning step which is for who does the evaluation itself, of course, as the principal, I usually do it with the teachers. usually in conducting this evaluation, we hold monthly evaluations, end of semester evaluations and early semester of what an analyzer is lacking.

The weekly evaluation itself, in my opinion, is why it should be implemented because it is very effective through, the evaluation meeting that month since I became the principal has been carried out, there is actually a morning briefing because I was inspired during the

Boy Scouts first, because at the beginning of elementary school, teachers The teacher has not been well consolidated, which I feel for the evaluation itself is very effective because imagine if there is no debriefing or evaluation meeting we only hear from teacher and student conversations but there is no concrete evidence, but by holding this monthly evaluation, what obstacles can be resolved., what is the solution, because with enough students and teachers that we have different problems for each child, if there is no intense communication it will be a big problem, but if there is communication according to the needs and events on that day or week we have to quickly finish it lest there is a word delay.

b. Program Implementation Steps

With regards to the data collection steps I have to evaluate myself as the principal in planning the school program evaluation because we enter daily information, for example when I go to school but for example in the morning I am at school but in the afternoon I have a meeting but after I go I usually go to school again, to control how the day's activities go, and I asked the vice principal that the results became notes to be discussed in the evaluation itself. For the evaluation meeting itself, I often do it at school because usually the time it is held is after teaching and learning activities but it has also been outside of school but usually it is fun and that's because the meeting is at the end.

In collecting data for evaluation that will begin to be discussed during the evaluation meeting, but I also ask the teachers to prepare what data will be reported, both those that have been completed and those that have not been implemented. Regarding the management of collecting evaluation data, each teacher has what they want to report, even though I have data or information in the form of a good report from the teacher concerned himself.

c. Verification Steps

In verifying the evaluation data itself is an examination about the correctness of reports, statements, calculations, where there is an attachment of data given to the principal so that it is followed up by the principal himself and of course there are stages when I verify the evaluation data, which is the verification of the evaluation data itself, namely an examination of the correctness of the report, the statement, calculation, where there is an application of data given to the principal in order followed up by myself as principal.

In checking the data I immediately talked to the teacher who was concerned and directly monitors what the teacher does, for example when I assign Mr. Syukron to distribute the invitation letter, I even help readiness to distribute the letter and while chatting to what extent are the successes and what obstacles are faced so that whoever the teacher is given the task feels the responsibility and It turned out that I myself as the principal supported the activities to help at the technical level, one of which was my approach to the teacher, where if it was related to data verification for evaluation there was clarity.

d. Data Processing Steps

In the discussion of data processing itself, there is a implementation of an evaluation conducted by the principal and in fact there is an implementation of a monthly evaluation, the beginning of the semester and the end of the semester itself, where every evaluation is carried out there is a reporting, recording, to the follow-up stage both the principal and the teachers.

e. Data Interpretation Steps

In interpreting the data myself I will not conclude immediately data spontaneously without any analysis or similarity of opinion with the teachers or with the program concerned with each person in charge of the school program itself, therefore in relation to the interpretation

of the data I did it by asking the directly concerned party and I matched it with the data that had been reported. For basic data that is worthy of evaluation, it is in accordance with the needs of the program that must be evaluated because by prioritizing programs that already have targets, we will measure our priority scale to work so that our goals are achieved according to the predetermined time.

For the interpretation of the data itself, the teacher is a must component involved because in order to interpret the data that must be evaluated, the teacher must be involved because the data that is processed in the evaluation meeting is a report from the teacher concerned. In directing the data analysis that must be evaluated, it reminds the targets that must be achieved both teachers and students, and in the direction of the mother, communicate what must be improved in running the program in accordance with their respective jobs because communication is very important, to interpret the data itself, there is conformity between words and results in accordance with learning activities and other school programs.

3.3 The Principal's Success in Developing Teacher Competence

In connection with the results of effective leadership, it is seen in a program management both in terms of arrangement, direction of program implementation, results and program evaluation in accordance with the vision, mission and objectives set. Then every statement given to teachers in schools is to provide an assessment of the principal so that the perception of the principal's leadership is effective by achieving the stated goals.

The success of this principal is not only seen from the results, but seen from the implementation process in achieving this success starting from a democratic, straightforward and open leadership style such as when making decisions with deliberations not to decide on some parties, Organizing meetings actively, periodically and continuous with the teacher, it can be seen from the evaluation meeting every 1 month with the teacher on topics that require attention in the sense of school programs that need discussion.

3.4 Commitment to the vision in Teacher Competency Development

With regard to leadership, of course it cannot be separated from a vision which in essence is a very strong reference, because without a vision in moving we will be difficult, therefore the essence of that vision is what we want to be like in the future and in the hadiths when we already had the intention from the beginning to get what was intended.

Commitment because from the start we have the same commitment, from the beginning we have the same personal vision outside of the school vision we have confidence, we must make better learning, especially accommodating children with diverse potential, our commitment what is the vision of the school fostering students who are ready to become the Robani generation where we must be safe in this world and in the hereafter, because if the spiritual child is good then surely the others will follow. Motivation in developing the vision of the school is in addition to motivation by reminding the teacher with things that are good spirit, unity, and orientation to be an example, let alone a teacher, not just talking, with me being good or giving role models to teachers and school members.

a. Making the vision as a guide in leading

For the vision itself, it should be an inner guide running the school program Alhamdulillah the program is carried out in accordance with the vision developed by the principal because it can be seen from the school program which always optimizes the potential of Human Resources itself, both teachers and students. Regarding the principal having a clear vision of the future of the school, of course the principal has a clear vision of the future of the

school because a vision is the essence of why the Assa'adah Islamic High School was founded.

For the principal's strategy in developing the school's vision for teachers, usually the father instructs the teacher about the school program held in the next year, how its stages, guidance, implementation, teachers are also given the opportunity to take part in teaching training held outside of school or held by the foundation, besides that, the principal's strategy of holding a teacher competition with the aim of developing the quality of Assa'adah Islamic High School teachers, and providing rewards to outstanding teachers, therefore you really optimize the potential of the teachers in order to develop that vision yourself because you are very give direction what the essence of the vision to be achieved. For the leadership style, you have a democratic attitude when making decisions, and are also open to teachers, so you also order to be open to the teacher councils so that communication is maintained without miscommunication, you also have a gentle attitude but do not eliminate assertiveness and authority.

b. Focusing on teacher learning and performance

In controlling or monitoring learning activities in class, it is always held both in class and in other components, for example looking at the conditions of the facilities and infrastructure, both learning media and others. There are two programs that are directly involved in which there are 2 parts, the first is scheduled supervision, and there is surveillance supervision where if the supervision is scheduled the teacher must prepare both teaching aids, and classroom management, but if the supervision of the inspection is direct supervision without giving know to the teachers and it looks more natural because it's my own wish.

The principal emphasizes the teachers and all school members to meet the norms of learning with high discipline or not. Alhamdulillah, you always remind us teachers to be disciplined, not only reminding teachers but discipline is also applied to fathers, so behavior father is also appropriate. For example, not to be late in coming to school, especially every day, there are teacher absences, there are hours of arrival, so it is visible and controlled. Not only that, at the monthly meeting, it often reminds discipline for meeting attendance. And the principal monitors the learning progress of students through the teacher as often as possible based on the learning achievement data, yes, you can always directly monitor the examples of the UTS results, or UAS is all discussed and shearkan as bad or as good as we discuss and you are very guiding and directing in solve the problems faced by the teachers, therefore the father keeps on warning that communication must be maintained in a stable manner.

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4 Conclusion and Suggestions

4.1 Conclusion

Based on the results of the discussion above, the following conclusions are produced:

- a. Principal Management in Developing Teacher Competence at SMA Islam Assa'adah, implemented through four teacher competencies, (1). Personal competence, pedagogical competence, social competence and professional competence. The four components are implemented in synergy, and mutually enhance. The competence of SMA Islam Assa'adah teachers is not optimal and still needs competency development.
- b. The Role of the Principal in Developing the Competence of Teachers at SMA Islam Assa'adah, it needs the support of the principal and the leadership policy of the principal.

Competency development related to curriculum, personnel, students, finance and infrastructure.

- c. The evaluation stage of the principal is effective in making decisions continuously and programmed in monthly evaluation meetings, end of semester evaluation and beginning of semester because the evaluation process will determine the goals that will be.
- d. The Success of Principal Leadership Implementation, namely commitment to the vision of the school in carrying out its duties and functions, the vision of the school as a guide in managing and leading the school. Learning activities, teacher performance, complete facilities and infrastructure, discipline, fostering noble morals.

4.2 Suggestions

Based on the results, it can provide suggestions in developing teacher competence, namely as follows:

- a. The leadership of the principal is the most important factor in the process of developing a school, because the leader is the primary component in the inclusive school education system where the principal is the bloodstream of inclusive education which must have extra strength because it is not easy, related to the perspective, attitudes and behavior of society. then leadership is not only task-oriented but the emotional approach must be further improved, because it will have an impact on the achievement of educational goals itself.
- b. The principal is always open, both providing motivation and direction of the ingredients, then building a good communication culture with all school stakeholders as well as recognition and appreciation for teachers is very much needed from the school principal.
- c. The principal as a Top Lider who focuses on different levels so that academic quality can be optimized and a leader, namely the principal, must match the qualifications and competencies and skills that are in accordance with the duties of the principal in terms of personality, managerial, entrepreneurial, supervisory and social competencies.

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