



THE ROLE OF HEADSMASTER'S OPTIMIZATION TO IMPROVING TEACHER PROFESSIONAL COMPETENCE

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ABSTRAK

Penelitian ini bertujuan untuk memahami bagaimana peran kepala sekolah dalam mengembangkan keterampilan profesional guru. Metode penelitian yang digunakan adalah pendekatan kualitatif dengan menerapkan teknik pengumpulan data melalui wawancara terhadap dua orang informan serta melibatkan dokumentasi. Proses analisis data meliputi tahap reduksi data, penyajian data, dan penarikan kesimpulan. Hasil penelitian menunjukkan peran kepala sekolah sebagai educator dengan memberikan dukungan, nasehat, masukan, teladan yang baik, menciptakan iklim sekolah dan menyediakan pelatihan bagi para guru. Sebagai manager, kepala sekolah dapat dengan memanejerial sekolah dan pemberdayaan SDM. Sebagai administrator, kepala sekolah melakukan pengelolaan operasional sekolah dan melakukan kolaborasi. Sebagai supervisor dengan assessment kinerja guru. Sebagai leader dengan menjalin komunikasi intensif dan melakukan pembinaan guru. dan sebagai motivator, kepala sekolah di SD Muhammadiyah Sokonandi memberikan motivasi, memberikan support dan pengaturan suasana kerja.

Kata-kata kunci: Peran Kepala Sekolah, Kompetensi Profesional, Guru.

ABSTRACT

This research aims to understand the role of school principals in developing teachers' professional skills. The research method employed is a qualitative approach, utilizing data collection techniques through interviews with two informants and involving documentation. The data analysis process includes stages of data reduction, data presentation, and drawing conclusions. The results of the study indicate the role of the school principal as an educator by providing support, advice, input, setting a good example, creating a school climate, and providing training for teachers. As a manager, the school principal can engage in school management and human resource empowerment. As an administrator, the school principal handles the operational management of the school and collaborates with others. In the role of a supervisor, the school principal assesses teachers' performance. As a leader, the principal

establishes intensive communication and provides mentoring for teachers. As a motivator, the principal at SD Muhammadiyah Sokonandi provides motivation, support, and work environment management.

Keywords: *Principal's Role, Professional Competency, Teacher.*

INTRODUCTION

One element that plays a significant role in the context of education is the teacher. This is because teachers are expected to be individuals who are professional and responsible, and can actively contribute. Based on Law Number 14 of 2005 concerning Teachers and Lecturers, it mandates that “teachers must have pedagogical competence, personality competence, social competence and professional competence. All four competencies are holistic and form unity that characterizes a professional teacher” (Pemerintah RI, 2017). The understanding of teacher competence refers to the authority of knowledge, skills and reflected and accountable behaviors. Additionally, these competencies should be accessible to future teachers pursuing the teaching profession through relevant operational instruments (Febriana, 2019).

Teachers are an integral part of the overall mastery of the subject matter. Comprehensive and in-depth knowledge requires professional competence from an educator. This is in line with the provisions stated in Government Regulation Number 19 of 2005 concerning National Education Standards in Article 28, paragraph (3), which states that: "Professional competence refers to the ability to master the subject matter of learning broadly and in-depth, enabling them to guide students to meet the competency standards set in the National Education Standards" (Pemerintah RI, 2005).

Professional competence refers to the ability that encompasses a profound understanding of the material as well as mastery of subjects that include content, scholarly structure, and teaching methods. (Febriana, 2019; Darmadi, 2019).

The facts observed in the field, as stated by Susanto & Muhyadi (2016) indicate that the lack of competence among teachers, especially in delivering materials and using teaching methods, is a prevalent issue. There is still a shortage of instructors in several subjects, and some subjects have a surplus of teachers with excellent expertise. Additionally, many teachers engage in teaching for more than 24 hours a week, while others seek additional teaching hours in other schools to fulfill their teaching requirements. Hal tersebut senada menurut This aligns with the findings of Saripudin (2014) who asserts that teachers have their own weaknesses, including a low level of professional competence, such as inadequate use of methods and mastery of materials below the standard.

Based on the observed reality as stated by Firdaus & Susilo (2016) the lack of teacher competency that does not support educational development occurs due to inhibiting factors and the educators' lack of awareness to make efforts in enhancing their competence. Moreover, according to Kriswanto & Hasanah (2021) in the process of teacher competency development, the role of the school principal has the potential to influence. This is because the school principal functions as a controller of teachers' tasks and holds the authority that drives activities within the school. In line with research by Anjarrini & Rindaningsih (2022) it is emphasized that management efficiency is achieved when the school principal fulfills their responsibilities as an EMAS (educator, manager, administrator dan supervisor).

School principals, as supervisors, play a crucial role in fostering teacher professionalism. Therefore, school principals have a significant role in carrying out school functions (Rahmi, 2018). This statement refers to government regulations issued in 2007 by the Minister of National Education, which govern the standards for school/madrasah principals, stating that: 'the competency standards for School/Madrasah Principals should

have at least five competencies, namely personality, managerial, entrepreneurial, supervisory, and social competencies' (Permendiknas, 2007). This aligns with what Rahayuningsih & Iskandar (2022) stated, emphasizing that, thanks to the expertise of school principals, improving the quality of teachers becomes more straightforward as it aligns with their responsibilities.

The gap that exists is that the increase in teacher effectiveness has not reached optimal results because the managerial competence of the school principal still needs improvement. This is evidenced by the lack of supervision by the school principal over teachers (Zhahira et al., 2022). Not only that, in terms of the supervisory competence of the school principal, it is highly needed and has become a necessity in the supervision of teachers' learning (Darmika et al., 2014). The school principal is the foundation of school decision-making and serves as EMASLIM (educator, manager, administrator, supervisor, leader, inovator dan motivator) (Mulyasa, 2003)

SD Muhammadiyah Sukonandi is a highly favored school with an outstanding reputation for its achievements. This elementary school implements a professionalism-based learning system that encompasses religious intelligence and cheerfulness. The school is also equipped with comprehensive facilities and spacious rooms.

Based on the above explanation, in constructing the professional competence of teachers, detailed information regarding the various tasks and responsibilities carried out by a school principal has not been provided. Therefore, this research is crucial to determine the roles of a school principal in building the professional competence of teachers at SD Muhammadiyah Sukonandi.

RESEARCH METHODS

Research type

This research uses qualitative research. Information in this research was collected by the researcher through interview interactions and documentation data collection.

Selection of research location and time

The researcher chose to conduct the study at Muhammadiyah Sukonandi Elementary School located at Jl. Kapas No. 54, Semaki Village, Umbulharjo Subdistrict, Yogyakarta City, Yogyakarta Special Region, Postal Code 55166

Research subject

The research subjects were selected using purposive sampling to determine the individuals to be studied. The criteria for selecting research subjects were based on their knowledge, experience, and information. The subjects of this research were two informants, namely the school principal and a teacher.

Data collection techniques

In this research, data collection was carried out through the processes of interviews and documentation. The researcher conducted interviews with the school principal and teachers at Muhammadiyah Sokonandi Elementary School. Additionally, the researcher also made document notations as part of the data collection technique process.

Data analysis techniques

Data analysis techniques refer to the approach proposed by Miles & Huberman (1992).

This can be observed in Figure 1

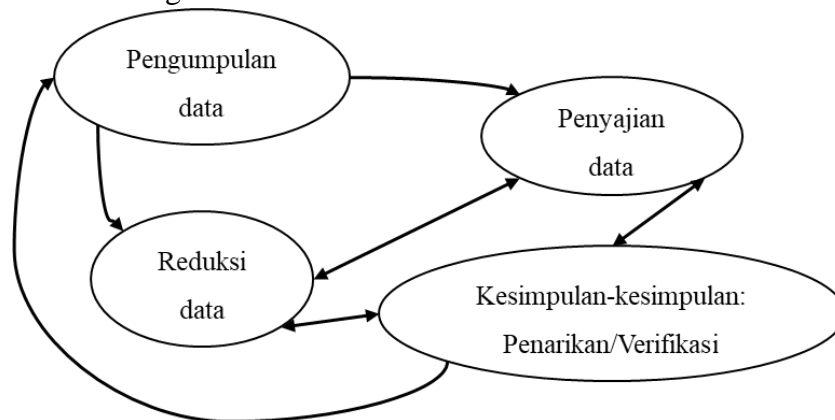


Figure 1. Data Analysis Techniques

The research begins by gathering information found in the field through interview and documentation processes. The data is then simplified, and irrelevant elements are eliminated. Subsequently, the collected data is presented, and the final step involves drawing conclusions based on the data obtained during the research. The data analysis process was conducted using Atlas.ti 8 to facilitate the organization of data and the development of research concept maps (Mahmudah, 2021).

RESULTS AND DISCUSSION

The analysis in this research was assisted by Atlas.ti software version 8. The analysis was conducted to interpret the data. The findings of this study can be seen in Figure 2.

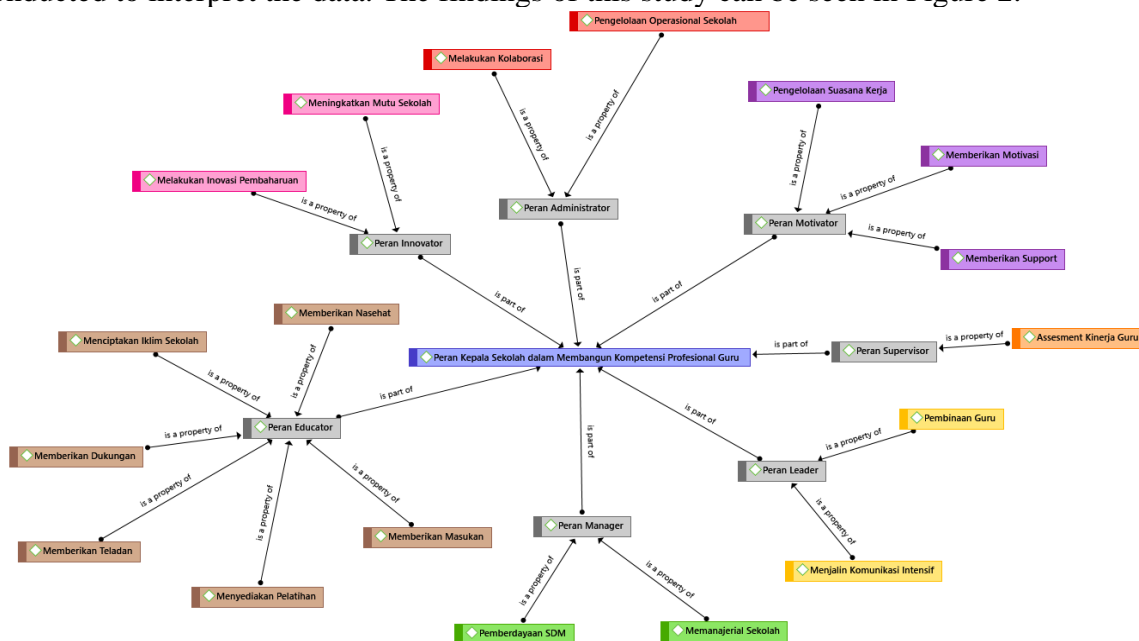


Figure 2. Concept Map

Based on the concept map generated, this research identifies seven components of the school principal's role in building teachers' professional competence at SD Muhammadiyah Sokonandi. SD Muhammadiyah Sokonandi makes efforts to enhance teachers' professional competence, particularly through the implementation of programs such as Teacher Working

Groups (KKG or Kelompok Kerja Guru). These teacher working groups consist of two types: weekend teacher working groups (KKG) and monthly KKG held at the school. The primary objective of implementing Teacher Working Groups (KKG) is to effectively promote the qualifications of teachers. According to Susilo (2017) KKG aims to facilitate efforts to improve the quality of knowledge, understanding, and professional competence of teachers, especially in elementary schools, within the context of learning and the utilization of resources, as well as the enhancement of the school's potential. In line with research by Sukirman (2020) which suggests that organizing Teacher Working Groups can be a means to enhance the qualifications of teachers for improved professional development.

Viewed from the perspective of the programs implemented by the school principal for teachers in building their professional competencies. According to Peraturan Menteri Pendidikan Nasional Nomor 16 tahun 2007 on Academic Qualification Standards and Teacher Competencies, pasal 1 states that “the professional competencies that teachers must possess include: mastering the material, structure, concepts, and scholarly thought patterns that support the subjects taught; mastering the competency standards and basic competencies of the subjects taught; creatively developing the taught learning materials; continuously developing professionalism through reflective actions; utilizing information and communication technology for self-development” (Pemerintah RI, 2007).

Educator

The research findings at SD Muhammadiyah Sokonandi indicate that as an educator in building the professional competence of teachers, the school principal should serve as a role model, provide guidance, offer input, give support, create a conducive school climate, and provide training for teachers.

According to Mulyasa (2007) as an educator, a school principal can create a supportive atmosphere, provide advice, encourage, and implement engaging learning models. Gistituti dan Hadiyanto (2018) state the importance for school principals to build trust to make the school environment conducive. In addition, Kurnianingsih (2017) also states that as an educator, a school principal can exemplify exemplary behavior. As an educator, they must serve as a role model to enhance the performance and quality of teachers and students. In line with Fitri (2020) as an educator, the abilities of a school principal can be considered as a positive example and role model for school members.

Based on the research findings, the importance of the school principal's role in ensuring the professional qualifications of teachers is evident. This aligns with established standards. The school principal ensures the availability of training programs, which take the form of sessions tailored to meet the needs of teachers in building their professional competencies. The activities involved in enhancing the professional competencies of teachers at SD Muhammadiyah Sokonandi start within the school, particularly within the Human Resources Development (HRD) or personnel department. This department designs training sessions aimed at strengthening the professional competencies of teachers. However, prior to conducting these training activities, the school typically conducts evaluations or polls involving parents to identify areas of improvement. The purpose of this is to identify shortcomings that require evaluation, ultimately leading to the implementation of training sessions or upgrades. This process aligns with Susanto & Muhyadi (2016) assertion that enhancing teacher professional competencies can be achieved through workshops and training provision.

Manager

The results of the research at SD Muhammadiyah Sokonandi indicate that the role of a school principal as a manager is to empower human resources and manage the school. According to Ariffudin (2021) the school principal as a manager is a leader responsible for guiding the school to achieve its expected goals. Widodo & Nurhayati (2020) state that the managerial functions of a school principal include planning, implementation, regulation, and

supervision, as well as the obligation to maintain school stability. Additionally, in line with Fauzi & Falah (2020) it is stated that a school principal as a manager must be able to build partnerships with various institutions to encourage the professional competence of teachers in activities that support the school program. Consistent with Virgo & Slameto (2018) it is stated that the managerial capabilities of a school principal refer to the expertise in performing the role of a manager. This is because the managerial role of a school principal includes the skills of the principal in carrying out tasks, including the ability to plan, organize, implement, and supervise (Djunaidi, 2018). Therefore, the role of the school principal has significant importance in building the professional skills of teacher.

Administrator

The research findings at SD Muhammadiyah Sokonandi indicate that the school principal serves as an administrator through school administration management and collaboration. The principal oversees administrative programs by fostering synergy and collaboration with the Administrative Team (TIM TU). This is also attributed to the well-structured administrative staff at SD Muhammadiyah Sokonandi. Additionally, there are ten teams comprised of vice principals and three department heads that assist the school principal in administration.

According to Saleh dkk. (2016) it is stated that as an administrator, a school principal needs to establish a strong connection with administrative management activities, which include tasks such as organizing, recording, and documenting everything related to the school. Sari (2015) asserts that as the primary controller of all activities carried out in the school, the school principal plays a central and full responsibility role. In addition Juliantoro (2020) & Fitrah (2017) state that the school principal has a significant responsibility for the smooth implementation and teaching process.

Supervisor

The research results at SD Muhammadiyah Sokonandi indicate that the role of the school principal as a supervisor in building the professional competence of teachers is through the assessment of teacher performance. The assessment of teacher performance utilizes a teacher supervision sheet, aiming to provide assistance to teachers in overcoming challenges in the teaching and learning process. According to Sirojuddin et al. (2021) the role of the school principal in their supervisory capacity is to monitor and enhance the learning process in the classroom. Consistent with Maudia & Syahidul (2021) it is stated that as a supervisor, one ensures the provision of professional guidance to teachers and assists them in addressing issues related to teaching methods, work motivation, and evaluation techniques. Additionally, Nilda dkk. (2021) assert that school principals and supervisors have the authority to conduct supervision in educational institutions. The school principal initiates by observing all the problems and challenges that a teacher faces during instruction (Bano, 2018). The purpose is to ensure that teachers accept and implement the supervision and guidance provided, ultimately aiding in strengthening their professionalism in carrying out their duties.

Leader

The research findings at SD Muhammadiyah Sokonandi indicate that as a leader, namely the school principal, one can establish intensive communication and mentorship with teachers. The school principal implements an open and transformative communication system that is equitable. This is done to collectively provide input and solutions for addressing issues.

The school principal, as a leader, can demonstrate direction, oversee, motivate teachers and facilitate communication (Maduratna, 2013). According to Supartilah & Pardimin (2021) a school principal must possess effective communication skills and the ability to make decisions. As a school leader, it is important for the principal to communicate effectively with teachers (Kusen et al., 2019). The school principal should act as a good communicator, have

an organized personality, and always be oriented towards achieving goals optimally (Supriani, 2017).

Innovator

Muhammadiyah Sokonandi School, an educational institution located in Yogyakarta, stands as one of the educational entities in the city. In its capacity as a private school, innovation plays a crucial role at Muhammadiyah Sokonandi Elementary School. Research indicates that the school principal serves as a driver of innovation to renew and enhance the quality of education. One of the steps taken to improve the educational quality at this elementary school involves the development of a learning model.

According to Putra (2014) it is stated that as an innovator, a school principal can develop a creative learning model, discover new ideas, implement those ideas, set an exemplary role, and establish harmonious relationships. Thus, teachers are expected to be able to develop the learning process by studying and understanding new learning models. This can consequently enhance learning activities in schools. According to Indrangingrum (2018) providing ideas related to learning models involves collaborating with the environment and the community to understand the desired needs of graduates. According to Wahyuni & Sulastri (2023) the initial step for school principals in creating innovation is by seeking new ideas. This is because innovation starts with generating new ideas. Therefore, change begins when there is an introduction and implementation of ideas that produce new concepts. Warman (2016) suggests making improvements in learning activities and enriching the learning model.

Motivator

The findings of the study indicate that school principals play a role as motivators by providing support, incentives, and managing the work environment. The principal of SD Muhammadiyah Sokonandi has successfully created a harmonious atmosphere in organizing the work environment. With these efforts, teachers are motivated to build professional competence.

As a motivator, a school principal plays a crucial role in providing encouragement to students and school staff. This encouragement can be accomplished through various means, such as creating a conducive environment, fostering a positive work atmosphere, giving recognition, and developing the Learning Resource Center (Huda, 2018). One of the primary responsibilities of a leader is to motivate subordinates. As a school principal, it is essential to encourage teachers to understand how to evoke motivation, not just knowing how to become motivated. Thus, they can apply this motivation by understanding how to cultivate it and encouraging others to cultivate motivation within themselves (Supriani, 2017). High motivation supported by the principal has been shown to trigger the overall performance of teachers (Hafiz, 2017).

The inhibiting factor at SD Muhammadiyah Sokonandi is the presence of some teachers who feel comfortable in their comfort zones, thus lacking a mindset related to how that mindset grows. However, this is only found in one or two teachers, and so far, those teachers with this factor can be guided by the school's Human Resources (HR) department. This is because the HR department will mentor and conduct training sessions, possibly on personal branding, conflict management, and so on. In line with Kriswanto & Hasanah (2021) it is stated that the inhibiting factor in efforts to improve teacher qualifications is the difference in human resources and also requires a long and sustainable amount of time.

CLOSING

The Muhammadiyah Sokonandi Elementary School has exceptionally good professional competence among its teachers. The role of the school principal in building the professional competence of teachers is crucial. In Muhammadiyah Sokonandi Elementary School, the role of the

school principal in developing the professional competence of teachers involves acting as an educator by providing support, advice, input, setting a good example, creating a school climate, and providing training for teachers. As a manager, the school principal engages in school management and human resource empowerment. In the capacity of an administrator, the school principal oversees the operational management of the school and fosters collaboration. Acting as a supervisor involves assessing the performance of teachers. As a leader, the school principal establishes intensive communication and provides guidance to teachers. Lastly, as a motivator, the school principal at Muhammadiyah Sokonandi Elementary School offers motivation, support, and workplace arrangement. The hindrance to building professional competence at Muhammadiyah Sokonandi Elementary School lies in the fact that some teachers find it difficult to step out of their comfort zones.

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