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Principal Management in Improving Teacher Competency

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ABSTRACT

Success in the world of education can be measured from various aspects. Starting from the quality of students, the quality of educators, the atmosphere of the school environment, to the school administration system. However, the main factor that most influences the dynamics of education in schools is the leader who is responsible for the running of the educational process, in this case the school principal. The professionalism of a teacher in teaching does not only depend on the principal, but the role of the principal in guiding teacher professionalism cannot be underestimated. The principal as the leader must be responsible for the professionalism of teachers so that teaching and learning activities in the school can run smoothly.

ABSTRAK

Keberhasilan dalam dunia pendidikan dapat diukur dari berbagai aspek. Mulai dari kualitas murid, kualitas pendidik, suasana lingkungan sekolah, sampai system administrasi sekolah. Akan tetapi, faktor utama yang paling mempengaruhi dinamika pendidikan di sekolah adalah pemimpin yang bertanggung jawab atas berjalannya proses pendidikan, dalam hal ini adalah kepala sekolah. Profesionalisme seorang guru dalam mengajar memang tidak hanya bergantung pada kepala sekolah saja, namun peran kepala sekolah dalam membimbing profesionalisme guru tidak bisa dianggap remeh. Kepala sekolah selaku pimpinan harus bertanggung jawab terhadap profesionalitas guru supaya kegiatan belajar mengajar di sekolah dapat berjalan dengan lancar.

INTRODUCTION

The world of education is being shaken by various changes in accordance with the demands and needs of society, and is being challenged to be able to answer various local problems and global changes that are occurring so rapidly. At the same time, the Indonesian nation is facing a very dramatic phenomenon, namely low competitiveness as an indicator that education has not been able to produce quality human resources (HR). Even though it is in accordance with the functions and objectives of national education as stated in Law no. 20 of 2003 that "National education functions to develop abilities and shape the character and civilization of the nation which aims to develop the potential of students to become human beings who believe in and are devoted to God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent and become democratic and responsible citizens (Indonesia, 2003) ."

To realize these national goals, in the micro level education must be able to produce quality and professional human resources in accordance with the educational goals stated in the National Education System above. In preparing quality human resources, education must not only focus on short-term material needs, but must touch the basics of giving character to the vision and mission of education, namely deep attention to noble moral and spiritual ethics (Munandar, Syah, & Erihadiana, 2022). In this case, the quality of education is influenced by systemic improvements to all components of education such as improving the quality and equitable distribution of teachers, an improved curriculum, adequate learning resources, facilities and infrastructure, a conducive learning climate, and supported by government policies, both at the center and in the area. Of all this, the role of the teacher is the most determining component, because it is in the hands of the teacher that a curriculum, learning resources, facilities and infrastructure, and the learning climate become something that is meaningful for the lives of students. (Akmalia, 2019) . However, on the other hand, education in Indonesia is actually facing a big problem, namely the quantity and quality of education (Utami, 2019) . The next problem is related to the quality of education in Indonesia which is still questionable. The public and many education experts have indicated that the quality of education today is not as expected (Marpaung et al., 2023) . This is partly caused by teachers who have not or are not working seriously, as well as due to teachers' professional abilities being less than competent. There are many ways that can be taken to increase teacher competence, one way to increase teacher competence is through the management role of the school principal (Lubis, Rambe, Siregar, & Damanik, 2022; Solikhulhadi, 2021) .

A successful school principal is when they understand the existence of the school as a complex and unique organization, and are able to carry out the role of the principal as someone who is given the responsibility to lead the school. Islamic educational institutions generally have the aim of creating Muslim people who have noble morals, intelligent Muslim people with high quality, and Muslim people who

are strong and ready to face global competition. (Irani, AR, & Khairuddin, 2014) . To achieve these noble goals, it is certain that teachers at the school must have competent qualities in accordance with government regulations. However, this will be difficult to achieve if there is no role from the school principal.

The principal as a manager in an educational institution must have three main intelligences, namely professional intelligence, personal intelligence and managerial intelligence in order to be able to work together and do things with other people. With professional school principal management skills, it is hoped that he can develop effective school programs, create a conducive school climate and be able to guide and improve teacher competence. To review in more depth the importance of principal management and teacher competency at Mts Ali Imran, researchers are interested in researching principal management in improving teacher competency at Mts Ali Imran.

RESEARCH METHODS

This type of research is field research *with* a qualitative approach. Qualitative research itself is a research approach that uncovers certain social situations by describing reality correctly, formed by words based on techniques for collecting and analyzing relevant data obtained from natural situations. (Fadli, 2021) . With this approach, researchers will describe reality correctly based on analysis of the data obtained. Data analysis in qualitative research is carried out from the time the researcher prepares the proposal, carries out data collection in the field until the researcher obtains all the data. With this descriptive qualitative research, the researcher tries to reveal the principal's management in improving teacher competence at Mts Ali Imran as it happens in the field, and tries to avoid the view of the researcher's subjectivity. The data examined and reported in this research are the results of observations, interviews and documentation.

RESULTS AND DISCUSSION

Principal Management

Principal Management is a process consisting of planning, organizing, mobilizing and controlling actions carried out to determine and achieve predetermined targets through the use of human resources and other sources. Mts Ali Imran is a school that has a mission as a school that grows and develops the quality of human resources for all school members. Of course, it is required to have a top leader who can manage all its citizens. School principals must fully understand that schools that have quality human resources must certainly meet the competency standards set by the government. By increasing the quality of teacher competence, of course this can improve the quality of learning, which has an impact on improving the quality of students.

In the new paradigm of educational management, school principals must at least be able to function as educators, managers, administrators, supervisors, leaders, innovators and motivators. The school principal must understand all of this, and what is more important is how the school principal is able to practice and turn this into real action in the school. However, in accordance with the goals and objects of analysis of this research, the researcher limits the function of the school principal as a managerial figure only.

School Principals' Success in Improving Teacher Competency

One of the main objectives of the principal management research program is to identify whether the management led by the principal is effective or not. As an educational leader, the principal seeks to help create new goals, policies, structures, and procedures. This means that there is a need for leaders to equip themselves with knowledge and leadership skills to design, suggest and bring about innovations in education and administration that stem from a realistic assessment of current practices and are based on good ideas about administrative processes.

To determine the success of the school principal, researchers used Law No. 14 of 2005 concerning Teachers and Lecturers, Government Regulation no. 19 of 2005 which states that professional teachers must have a minimum academic qualification of S-1/D-IV and have four competency standards, namely pedagogical competence, professional competence, personality competence and social competence. Apart from that, the researcher added one more competency which refers to Minister of Religion Regulation no. 16 of 2010 paragraph 1 which concerns teacher competency in the field of religious leadership. With the existence of government regulations and laws that regulate standards for teacher competency, the researchers used the five competencies as indicators to see and determine the success achieved by the school principal in his efforts to improve teacher competency at Mts Ali Imran.

Supporting and Inhibiting Factors for School Principal Management in Improving Teacher Competency

The inhibiting factors that arise in the implementation of principal management in improving teacher competency at Mts Ali Imran include the issue of funding or operational costs where operational costs are still a major problem in private schools, including Mts Ali Imran. Then another factor is the quality of the students that Mts Ali Imran has, not superior students. Meanwhile, in improving teacher competency at Mts Ali Imran, the role of parents is not yet visible in the individual students.

The supporting factors for implementing school principal management in improving teacher competency at Mts Ali Imran include the existence of clear regulations from the government and from foundations or councils. With clear regulations, of course the school principal just needs to implement and implement the existing regulations and manage them in such a way as to achieve the school's vision, mission and goals. Another supporting factor is that the number of school residents is in the sufficient category, namely the number of teachers and employees at the school is sufficient to serve the total number of students. Apart from that, another factor is that Mts Ali Imran always collaborates with various educational institutions, whether with other schools, government agencies, Muhammadiyah, or universities.

CONCLUSION

The role of management strategies implemented by the principal in improving teacher competency at Mts Ali Imran, includes involving teachers at Mts Ali Imran to take part in training/upgrading, implementing interesting learning models, both variations in methods and variations in learning resources, developing the mental health of the students. teachers at Mts Ali Imran regarding matters relating to work ethic, commitment and responsibility for the duties of educators, as well as implementing study time effectively and efficiently at school, by implementing school regulations that teachers at Mts Ali Imran must be in teaching school. In analyzing the success of school principals in improving teacher competence at MTS Ali Imran, researchers used five standards set by the government, namely pedagogical competence, professional competence, personal competence, social competence and religious leadership competence as indicators of success achieved.

The success of achieving pedagogical competence is that the teachers have behaved like professional teachers who always guide and prioritize students' understanding of the importance of learning. Meanwhile, the success achieved in professional competence is that teachers always deepen and develop the subjects they master in order to provide maximum service to students. The success achieved in personality competency is that teachers have polite, virtuous personalities and always act as good role models for students and the community. For the success of social competence, teachers always prioritize social feelings with students, colleagues and the community. The success of religious leadership competency can be seen in that teachers, apart from teaching general knowledge to students, teachers also guide and prioritize religious knowledge as a basis for noble morals for students both now and in the future, conducting regular teacher performance assessments by The aim is to maintain the credibility of the professionalism of teachers at Mts Ali Imran

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