



Leadership of the School Principal in Increasing Teacher Competency in State Elementary School 09 Pemulutan

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Abstract. Education in Indonesia faces various challenges to meet the demands of a growing society. One of the important aspects in improving the quality of education is teacher competence. The leadership of the principal plays a significant role in encouraging the improvement of teacher competence, which in turn will have an impact on the quality of learning in schools. This study aims to describe how the principal's leadership in improving teacher competence at State Elementary School 09 Pemulutan, as well as the factors that support and hinder the process and how to overcome these obstacles. This research uses a qualitative descriptive approach through observation, interviews and documentation. The results of the study show that the principal of State Elementary School 09 Pemulutan in improving teacher competence has implemented various leadership strategies, including by acting as an educator, manager, administrator, supervisor, leader, innovator and motivator to improve teacher competence. The supporting factors encountered include the provision of resources, the use of technology in learning, and creating a positive work environment. Meanwhile, inhibiting factors include budget limitations, resources, time, lack of self-motivation and resistance to change. To overcome this, the principal encourages teachers to optimize the use of technology and the internet to access online training materials, build a positive learning culture by forming a learning community and involving driving teachers as resource persons, as well as providing rewards as competency support.

Keywords: Leadership, Principal, Teacher Competence

1. INTRODUCTION

The world of education is undergoing many changes to meet the demands and needs of the community. Education also faces the challenge of solving many problems. Change is happening very quickly both at the local and international levels. At the same time, Indonesia faces a dramatic phenomenon: low competitiveness, which shows that education is not capable of producing quality human resources. Nonetheless, the objectives and functions of national education contained in the Law must be carried out as follows:

"National education functions to develop abilities and shape the nation's character and civilization which aims to develop the potential of students to become human beings who believe in and fear God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens" (Law No. 20 of 2003 of the National Education System article 3).

The principal is appointed to occupy the position of responsible for coordinating joint efforts to achieve educational goals at the level of the school he leads. They are the people who are at the forefront of coordinating efforts to improve learning at an

operational level. It is clear that no single person in charge of a school other than the principal, teachers, students, and the environment is also an important factor.

Teacher competence is a set of knowledge, abilities, and actions that must be possessed, lived, and mastered by teachers or lecturers to complete professional tasks Febriana (2019). In addition, competence is a combination of personal, academic, technological, social, and spiritual abilities that will shape the teaching profession. The improvement of teacher competence is greatly influenced by the leadership of the principal. If school principals can optimize the role of all school principals as educators, managers, administrators, supervisors, leaders, innovators, and motivators, it is almost certain that teacher competence will increase, which will result in an improvement in the quality of education in schools.

2. LITERATURE REVIEW

Leadership

Leadership is a group of applied sciences from social sciences because its principles and formulations are useful for improving human welfare. According to Rohiat (2018) Leadership is the ability to change group behavior in the most effective way for others. It is the process of influencing the group's activities to set and achieve goals. Budiarti, Wahab & Soedarso (2018) provide an explanation that the ability to influence individuals on the level of organizational success is known as leadership. Leadership is a reciprocity that occurs between individuals, it is always changing and involves the use of power (power decisions). the ability of professionals to influence the direction of their field by imparting important knowledge to the next generation (Oztel, 2025).

According to Wibowo (2016) the signs of leadership are as follows: 1) Leadership is about people. 2) Leadership is about being your leader. 3) Leadership is about internal motivation. 4) Leadership is about striving for perfection while accepting our imperfections. 5) Leadership is about change. 6) Leadership is about possessing confidence. 7) Leadership is about having power. 8) Create a positive experience. 9) Creating results with integrity. and 10) Lower fear and increase hope.

According to Adiaty (2020), the dimensions of leadership are as follows: 1) Systems thinker: sees the problem as a whole, able to arrange dynamic relationships between events. 2) Change agent: takes action to improve, being able to keep things in order. 3) Creators: always try something new, encourage and reward creativity. 4) Servants and administrators: give and empathize, convince others to achieve goals, make

commitments. 5) Polychronic coordination: able to manage many things, able to cooperate with various parties. 6) Instructor and Training: provide guidance and recommendations to subordinates, motivation to complete tasks, take inspiration and understand how it works. 7) Visionary: can create a common vision, can talk about the vision and encourage them to become a reality.

Principal

The word "head" means "chairman" or "leader" in an organization or an organization. On the other hand, "school" refers to an organization that functions as a place to receive and give lessons. Kadarsih, Sufyarma, Ahmad & Eka (2020) said school principals are not only people who are given the task of managing the school, but they are also responsible to all school members and students as a whole to carry out their roles properly to achieve the school's goal, which is to form the next generation who are spiritually, emotionally, and intellectually intelligent. Muspawi (2020) a principal is a teacher who is formally appointed and assigned to lead an educational institution with the aim of empowering and directing institutional resources to improve the quality of education. Hamidah & Julkifli (2021) said the principal is the manager and leader who greatly determines how the school walks its way to the gate for success and progress in all areas of life.

The previous regulation, the National Education System Law Number 20 of 2003, was supplemented by the Regulation of the Minister of National Education of the Republic of Indonesia No. 13 of 2007 concerning Standards for School Principals or Madrasah This regulation stipulates that school principals must have qualifications, both general and special, to carry out their duties and responsibilities as educational leaders. There are several general requirements that must be met by a school principal, namely: 1) Have a bachelor's degree (S1) or diploma four (IV) education or non-education from an accredited university, 2) At the time of appointment as a school principal, be at least 56 years old, 3) Have at least 5 (five) years of teaching experience, depending on the level of education.

Teacher Competence

Competence comes from the word "ability" in English, which means "ability or proficiency." The ability of an educator means the ability to apply and utilize teaching and learning situations by using the principles and techniques of presenting lesson materials that have been prepared thoroughly so that they are easily accepted by students. The term "competence" is also used to describe the abilities of an educator.

Competence is defined as the knowledge, skills, and basic principles that are demonstrated in a person's way of thinking and acting. Therefore, the abilities possessed by each teacher will show the true quality of the teacher. This ability will be in the form of mastery of knowledge and professional actions while carrying out teacher duties.

Competence, according to (RI Law Number 14 of 2005 Article I Paragraph I concerning Teachers and Lecturers, 2005) is a set of knowledge, skills, and behaviors that must be possessed, lived, and mastered by teachers or lecturers when they carry out their professional duties. The ability of teachers to perform their duties as teachers is known as competence. The ability to apply what is taught is called competence, and achievements and rational deeds to meet certain verifications in the implementation of educational tasks are called competencies.

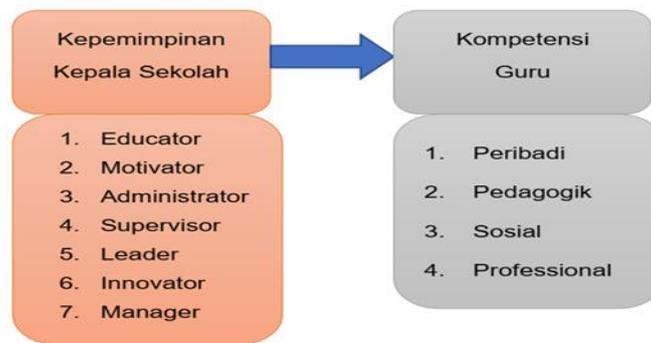


Image 1 Principal leadership improves teacher competence

3. METHODS

The method used is qualitative descriptive. Descriptive research is a type of research that aims to study the circumstances, conditions, or other things mentioned, and the results are presented in a research report. The data is collected and compiled, and then analyzed and interpreted. In essence, qualitative descriptive research is a method to investigate the status of a group of people or objects with the aim of making a systematic, factual, and accurate description, picture, or painting of the facts or phenomena being investigated.

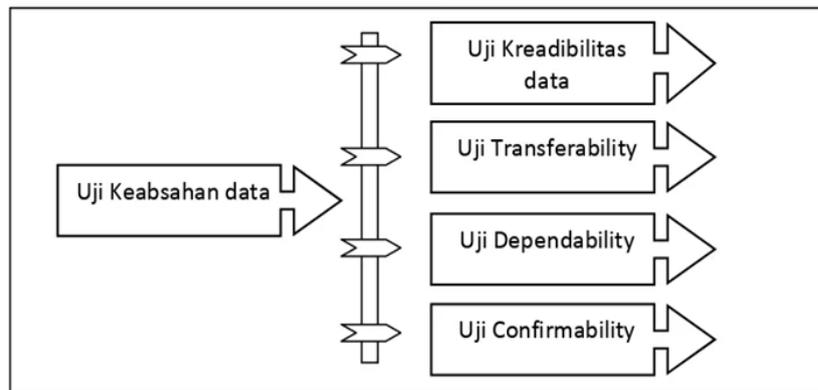


Image 2 Data Validity Test in Qualitative Research

4. RESULTS

Research Results

The results of the research, the leadership of the principal in improving Teacher Competence at SD Negeri 09 Pemouthan, were compiled based on observations, interviews and documentation during the research. Based on the results of observations, the principal of SD Negeri 09 Pemouthan has understood his function in carrying out his duties as a leader. The leadership functions carried out by the principal at SD Negeri 09 Pemouthan are as follows:

1. The leadership of the principal as an educator in improving teacher competence. Based on the results of observations, the researcher saw that the principal of SD Negeri 09 Pemouthan in improving the competence of teachers, the principal has been able to show his leadership as an educator. Where the principal must be able to make the school environment good and encourage all education and education personnel to carry out their duties and functions with full responsibility. This can be seen from the function of the principal as an educator who provides training and professional development in improving teacher competence. Based on the results of an interview with the principal Mr. H. Asparit, M.Si., M.Pd., AIFO
2. The leadership of the principal as a manager in improving teacher competence. Based on the results of observations, the researcher saw that the principal of SD Negeri 09 Pemouthan in improving teacher competence, carried out his leadership role as a manager where the principal prepared a plan, monitored, evaluated, and motivated teachers. This can be seen from the head of SD Negeri 09 Pemouthan who prepared a plan to improve teacher competence.

3. The leadership of the principal as an administrator in improving teacher competence. Based on the results of observations, the researcher sees that as an administrator, the principal is responsible for school activities. As an administrator, the principal has a role in planning, organizing, directing, coordinating and supervising all activities in the school. This is as conveyed by Mr. H. Asparit, M.Si., M.Pd., AIFO, as the principal of SD Negeri 09 Pemouthan in his interview: In this case, what we do is make an annual plan followed by developing a form of teacher competency development in the form of training that is in accordance with the needs of teachers and school goals. Identify the type of training teachers need according to the areas that need to be improved. Organizing is also carried out to support the improvement of teacher competence. such as teamwork, procurement of facilities and infrastructure. Followed by supervising teachers through classroom supervision (Tuesday, August 6, 2024). The principal of SD Negeri 09 Pemouthan as an administrator also prepares a special budget to improve teacher competence. This was also conveyed by the principal in his interview as follows: Yes, preparing a special budget to improve teacher competence is an important step that we must take. A properly prepared budget can ensure that all needs related to teachers' professional development can be met properly. The technique we carry out by identifying the needs of teacher competency development based on the results of performance assessments and observations. Calculate the costs required to conduct training, seminars, and workshops, including the cost of resource persons, materials, and facilities. Set aside part of the school operational budget for teacher competency development. Prepare a spending schedule that is in accordance with the teacher's professional development plan throughout the school year (Tuesday, August 6, 2024). A similar explanation was also conveyed by Mrs. Yulianti, S.Pd., Gr, one of the teachers at SD Negeri 09 Pemouthan who stated: Of course, school principals usually prepare a special budget to improve teacher competence. This budget is an important part of the planning and development carried out by our school, which focuses on improving the quality of education. This budget is intended for professional development based on the results of teacher performance evaluations and school development goals. Then the principal budgeted funds for training registration costs in teacher competency development (Thursday, August 8, 2024). Based on the explanation from the principal and one of the teachers above, it shows that the principal of SD Negeri 09 Pemouthan has budgeted a special fund to improve teacher competence. It can be seen from the initial

planning carried out by the principal by compiling teacher planning and development based on the results of teacher performance evaluation, and budgeting special funds for teachers such as facilitating teachers to participate in training in teacher competency development.

4. The leadership of the principal as a supervisor in improving teacher competence. Based on the results of observations, the researcher sees that one of the principal's duties is as a supervisor, namely supervising the learning activities of teachers and employees. Supervision carried out by school principals over their education staff, especially teachers, is called supervision, which aims to improve teacher competence. Based on the explanation from the principal, deputy principal and one of the teachers, the leadership of the principal as a supervisor, has designed a supervision implementation program including designing a supervision program by identifying the needs of teacher competency development based on the results of evaluation, class observation, and feedback from teachers and students. Determine the purpose of supervision. Create schedules for supervision and conduct direct observations in class. In addition, the principal also provides feedback to teachers in improving their competence
5. The leadership of the principal as a leader in improving teacher competence. Based on the results of observations, the researcher sees one of the principals' duties as leaders in carrying out their duties, namely compiling and communicating a clear vision and mission regarding teacher competency development. As a leader, the principal has carried out transformational leadership to improve teacher competence. It is intended that transformational leadership can inspire teachers to improve their competence. Transformational leadership is a leadership style that focuses on motivating and inspiring team members to reach their full potential and encouraging positive change in implementing transformational leadership to improve teacher competence.
6. The leadership of the principal as an innovator in improving teacher competence. Designing innovative training programs for teacher competency development is a question that leads to the importance of innovation in education. Innovative training programs can include new approaches and methods that can improve the effectiveness of teaching and learning. Innovative training programs that can be designed by school principals are in the form of training programs that utilize the latest technology, such as the use of educational applications, independent teaching platforms (PMM), and

other digital tools that can improve teachers' technical skills and methodologies. Based on the principal's explanation, it can be seen that the role of the principal as an innovator in forming a learning community that involves teachers to play an active role and collaborate in the development of the independent curriculum and continued by holding trainings in improving teachers' professional competence.

7. The leadership of the principal as a motivator in improving teacher competence.

Based on the results of observations, the researcher sees that as a motivator, school principals must have the right strategy to motivate teachers to perform various tasks and functions. As a motivator, the principal has created a positive work environment in improving teacher competence. This was stated by the principal in his interview: To create a positive work environment that supports the improvement of teacher competence, conveying a clear and inspiring vision and mission of the school, is the first step we take which includes a commitment to the professional development of teachers. Be an example at work, committed to lifelong learning. Encourage teachers to work together in teams, share ideas, and best practices. Hold regular meetings and discussions to discuss developments, challenges, and teaching strategies. Giving awards and recognition to teachers who show increased competence and innovation in teaching (Tuesday, August 6, 2024). The same thing was conveyed by Mrs. Rasbuna, S.Pd, one of the teachers at SD Negeri 09 Pemouthan who said in her interview:

The method applied by the principal by coming to school earlier than the teacher and leaving last, followed by the principal teaching in class occasionally to exemplify effective teaching methods, then the principal likes to listen and give responses that show understanding and appreciation for the teacher's efforts (Thursday, August 8, 2024). Based on the explanation of the principal and one of the teachers, as a motivator, the principal has carried out his function in creating a positive work environment and setting a good example in improving teacher competence. This can be seen from the role of the principal in creating a positive work environment, the principal conveys a clear and inspiring vision and mission of the school, becomes an example for teachers, encourages teachers to work together in a team and provides training according to the needs of teachers. Setting a good example through concrete actions and continuous support, school principals can create an environment conducive to improving teacher competence and ultimately improving the quality of education in schools.

5. DISCUSSION

Based on the description, the researcher can formulate that as an educator. The role that must be performed by the principal as an educator is to facilitate teachers by providing facilities, infrastructure, and opportunities for self-development, such as training, workshops, and seminars. Providing guidance in the field of pedagogy, especially in teaching methods that are effective, innovative, and in accordance with the times. Principals monitor and evaluate teachers' performance to ensure that they implement learning properly and effectively. This indicates that the principal has carried out his function as an educator in improving the pedagogic, personal, social and professional competence of teachers.

Based on research conducted by Megawati, Syamsir, & Firdaus (2021) One of the responsibilities of school principals as managers is to supervise educational staff. As a manager, the principal must be responsible for carrying out maintenance and professional development activities for teachers. They must pay attention to the needs of teachers, especially in professional competence. Professional skill development such as IT-based learning development workshops, methods, materials, and languages.

Based on the explanation, the researcher can understand that as a leader at SD Negeri 09 Pemouthan, the principal plays an important role in compiling and communicating a clear vision and mission to improve teacher competence. The vision and mission are compiled by involving all relevant parties, such as teachers, staff, and school committees, and describe the school's long-term goals. The principal communicates it through meetings to ensure all parties understand the direction of development. In addition, school principals implement transformational leadership by supporting teachers' professional development through mentoring, encouraging innovation, building strong relationships, and rewarding outstanding teachers. The principal also forms a strong work team through collaboration between teachers, as well as monitors the development of teacher competencies and the effectiveness of the programs implemented. As leaders, school principals involve teachers in decision-making related to professional competency development. The principal holds regular meetings to discuss training needs, form a team of teacher representatives to design development programs, and engage them in strategic planning, including allocating budgets for training. A feedback session after the training was also held to evaluate the effectiveness and future improvement of the program.

The researcher formulated that the efforts made by school principals in overcoming obstacles for teachers in improving pedagogic, personal, social and professional competence are by updating teachers to participate in online training in the form of seminars and webinars. This activity is carried out not only for free but also does not interfere with the teacher's workload. Then the principal takes advantage of the potential of teachers who are already competent in the school environment such as driving teachers to guide teachers in improving their competence. As for the infrastructure used by school principals to use office or classroom spaces, other devices and rewards are also carried out to improve teacher competence and create quality education.

6. CONCLUSION

Conclusion

Based on data analysis and discussion of research results, it can be concluded as follows:

1. The leadership of the principal of SD Negeri 09 Pemouthan in improving teacher competence. (1) The principal as an educator who facilitates teachers by providing facilities, infrastructure, and self-development in the form of training, workshops, and seminars. (2) The principal as the manager, the principal prepares the planning, implementation, organization, and supervision. (3) The principal as administrator, the principal makes annual planning, organizes, supervises, and budgets special allocations. (4) The principal as a supervisor, the principal supervises, evaluates, supervises and gives feedback. (5) Principal as a leader, the principal prepares and communicates the vision and mission, implements transformational leadership, forms a strong work team through collaboration, and involves teachers in making decisions. (6) The principal as an innovator, the principal develops training programs, and forms a learning community (kombel). (7) The principal as a motivator, the principal creates a positive work environment and sets a good example for teachers.
2. The supporting and inhibiting factors in improving teacher competence at SD Negeri 09 Pemouthan are the principal providing resources, the use of technology in learning and the creation of a positive work environment. Meanwhile, the inhibiting factors in improving teacher competence at SD Negeri 09 Pemouthan include limited budget, resources, time, lack of motivation and resistance to change.
3. How to overcome obstacles in improving teacher competence at SD Negeri 09 Pemouthan through the implementation of several strategies as follows: 1) the

principal encourages teachers to optimize the use of technology and the internet to access online training materials. 2) Building a positive learning culture by forming a learning community and involving driving teachers as resource persons to help develop teacher competencies. 3) Rewarding.

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