

THE ROLE OF SCHOOL HEADS IN DEVELOPING TEACHER PROFESSIONAL COMPETENCIES IN EKATAMA PRIVATE VOCATIONAL SCHOOL PEKANBARU

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ABSTRACT

This study aims to determine the role of the principal in fostering the professional competence of teachers at Ekatama SMKS Pekanbaru. This research uses descriptive methods and a qualitative approach. Research data collection techniques using observation, interviews and documentation. The data validity analysis technique was performed by triangulation. The data analysis technique uses the stages of data collection, data reduction, data presentation, and concluding. The results showed that the role of the principal in fostering the professional competence of teachers at Ekatama SMKS Pekanbaru was as an educator, administrator, supervisor, leader, manager, innovator, and motivator. One of the principal roles is as manager. As a manager, thinks conceptually and analytically can face various problems at school, always tries to be an intermediary in solving problems. To improve the competence of teachers, it is important to carry out a system of testing teacher competencies. The existing regional autonomy policy can be used to conduct teacher competency tests. Competency tests are conducted to develop and demonstrate the complete competence of a teacher. The complete competence possessed includes the integration, application of knowledge and skills, as well as interrelated attitudes.

Keywords: role of principal, professional competence



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INTRODUCTION

Educational institutions that are of interest to the community are of good quality. Quality educational institutions that are accountable in managing existing resources and able to compete with other educational institutions will be able to take their students to higher education levels and the world of work armed with the knowledge, technology and technical skills needed by the business world. Komariah and Triatna (2016) Input are the ingredients needed to make a generation known as a whole human. School inputs can be identified starting from humans, money, materials, methods, and machines. The principal is required to be able to maintain good cooperation with teachers, school administration staff and other parties. Harmony must be well maintained. The harmony of internal school relations will be very helpful for the principal. This can help the principal in guiding teachers to improve the professional competence of teachers in schools

Saleh (2012) states that a good leader is not only able to do something on his own and even appear manly in his strength. But what is good is that he can manage all the potential that exists to achieve the common goals that have been set. The success of a leader when all the potential is optimized. The ability to manage other people is a determining factor in the

success of a leader. This managerial skill can be seen from how the leader educates, motivates, develops the potential of its members to how the leader takes decisions that benefit all, for the school and other related parties.

In a decision-making process, schools must consider expertise, jurisdiction (the area where the law applies based on the law), and its relevance to the purpose of decision making. The management of the school of leadership is the motivation of staff so that they continue to be enthusiastic about working and produce useful and quality work. The output of the school is students who succeed in winning the science struggle event which ends with exams and produces an award value in the form of grades. Students who graduate with the required competencies, namely rational, intellectual, religious, socio-cultural, economic, and political competences. Education is a conscious effort made by someone to develop their abilities. Students, teachers and school principals are better. This goal will be achieved with the help of improving knowledge and better education. Teacher competence is the authority and ability of teachers to determine and decide something related to their work. Community support for education is needed. Community attention and constructive criticism of education are expected. Without good cooperation and common views between schools and communities to support educational programs, the goal of building a better world of education will certainly not be achieved.

In-Law No. 14/2005 in article 8 explains that teachers are required to have academic qualifications, competence, teacher certificates, are physically and mentally healthy, and can realize educational goals. national. Academic qualification is the minimum level of education that must be fulfilled by an educator as evidenced by a diploma and/or certification of relevant expertise by applicable legislation. In addition to having academic qualifications, a teacher must also have several competencies, these competencies are pedagogic competence, personality competence, social competence, and professional competence.

Role of the Principal

According to Permendikbud No. 6/2018 article 15, it is explained that the principal's work is full to carry out managerial main tasks, entrepreneurial development and supervision of teachers and education personnel. The goal is that the principal can focus on developing 8 educational standards. on the other hand, if there is a shortage of teachers, the principal can carry out learning tasks. The principal's duties in the field of supervision are the duties of the principal that are related to coaching teachers to improve teaching so that student learning outcomes increase. Mulyasa (2011) in his book entitled *Becoming a Professional School Principal* states that there are seven roles of school principals, namely:

1. The principal as an educator (educator): The principal must have the right strategy to improve the professionalism of the teaching staff in his school. Creating a conducive school climate, providing advice to school residents, encouraging all education personnel, and implementing interesting learning models, such as team teaching (teaching team), moving classes and holding acceleration programs (accelerated programs) for participants students who are smart above normal.
2. Principal as manager: The principal must have the right strategy to empower education personnel through cooperation or cooperation, provide opportunities for education

- personnel improve their professions, and encourage the involvement of all education personnel in various activities that support school programs.
3. The principal as administrator: The principal must have the ability to manage the curriculum, student administration, personnel administration, facilities and infrastructure administration, archival administration, and financial administration.
 4. The principal as a supervisor: The school principal must carry out various supervision and controls to improve the performance of education personnel.
 5. The principal as the leader: The principal must be able to provide guidance and supervision, increase the willingness of education personnel, open two-way communication, and delegate tasks.
 6. The principal as an innovator: The principal must have the right strategy to forge a harmonious relationship with the environment, look for new ideas to integrate every activity, provide an example to all education personnel in the school, and develop innovative learning models.
 7. The principal as a motivator: The principal must have the right strategy to motivate the education staff in carrying out various tasks and roles. Leaders do not mean they can do something themselves and appear dashing in their strength. A good leader or principal is that he can manage all the potential that exists to achieve common goals as a set.

Teacher Professional Competence

At school, the closest to students is the teacher. Each teacher has their abilities and skills. Teachers in carrying out their teaching obligations also have limitations and weaknesses. Apart from the limitations and shortcomings of the teachers, they are continually required to be able to overcome the problems that exist in carrying out their duties as teachers and educators. Law No. 14/2005 describes teachers as professional educators with the main task of educating, teaching, guiding, directing, training and evaluating students in early childhood education through formal education, basic education, and secondary education. In-Law No. 14 of 2005 in article 8 explained that the teacher must have academic qualifications, competence, educator certificate, physically and mentally healthy, and can realize educational goals national. Academic qualification is the minimum level of education that must be fulfilled by an educator as evidenced by a diploma and/or certification of relevant expertise by applicable legislation. In addition to having academic qualifications, a teacher must also have several competencies, these competencies are pedagogic competence, personality competence, social competence, and professional competence. Teacher professional competence is the ability that teachers must have, namely pedagogical competence, social competence, and professional competence obtained through professional education. Professional teachers are teachers who can manage themselves in carrying out their daily tasks.

Competent teachers will be better able to create an effective learning environment and be able to carry out their duties optimally for the achievement of learning outcomes of students in particular and the achievement of quality education in general. Teachers have comprehensive obligations in carrying out their profession. The competencies that must be possessed by teachers are: 1) Pedagogic Competence Is the ability to manage student

learning which includes an understanding of students, designing and implementing learning, evaluating learning outcomes, and developing students to actualize their various potentials; 2) Personality Competencies. It is an educator personality who is steady, stable, mature, wise, and dignified, becomes a role model for students, and has noble character; 3) Social Competence. Is the ability of educators to communicate and interact effectively with students, fellow educators, educational staff, parents/guardians of students, and the community; 4) Professional Competence. It is the ability of educators in mastering learning material broadly and deeply which allows them to guide students to obtain the specified competencies. Of the four competencies, it can be described: 1) Asking skills: a) Basic questioning includes expressing questions clearly and briefly, focusing attention, shifting turns, giving time to think, giving guidance (by simplifying questions); and b) Further inquiries, including arranging the order of questions, increase interaction; and 2) Skills to provide reinforcement: b) Verbal, namely giving an appreciation to students, for example by saying great, steady and so on; and b) Non-verbal, which is to give an appreciation to students by moving closer to it, touching mimics and body movements, giving thumbs up, checking the correct assignments and so on. Conditions for providing reinforcement: warm and enthusiastic, meaningful, clear on target, immediate and varied.

METHODS

This research was conducted using qualitative methods. This is a research procedure that produces descriptive data in the form of written words or letters from people and observable behaviour. This research was conducted based on the author's consideration to examine more deeply and get a clear picture of how the Role of School Principals in Fostering Teacher Professional Competence at Ekatama SMKS Pekanbaru. To arrive at a result the author uses scientific procedural steps. The author will try to get as much information as possible and dig deeper about the object under study from the informants. The data collection techniques used in this study were through observation or observation, interviews or interviews, and documentation studies. Observation is to observe directly how the role of the principal in fostering the professional competence of teachers and to determine the factors supporting and inhibiting the role of the principal in fostering the professional competence of teachers at Ekatama SMKS Pekanbaru. The aspect observed was the location of the school, the classroom, the process of teaching and learning activities in the classroom, the facilities and infrastructure owned by the school, the situation and conditions around the school, the principal's room, the teacher's room, the physical environment of the school in general, and the students' practice room. The interview method is used to find out several things through the interview. The interview method is a question and answer dialogue conducted by two or more interviewers with the interviewee or interviewee (informants) face to face. Conduct interviews with informants as interviewees. Interviews were conducted with school principals, teachers, education staff, students who are related to the object of research.

The documentation study was carried out by looking at school documents related to the activities of the principal in terms of the role of the principal in the development of professional competence for teachers at Ekatama SMKS Pekanbaru. The data collection tool is to use interview or interview guidelines, a voice recorder for interviews. Checking the

validity of the data in this study using credibility techniques, namely trust in the research data can be done by extending observations. The data analysis is carried out, namely collecting data in the field as completely as possible, then sorting the selected data, only those that are as needed in the context of the research. so that the data can be displayed the results will be used as research conclusions or data verification.

This is done through data reduction, namely summarizing, selecting main things, focusing on important things, looking for the right patterns and removing unnecessary ones. Furthermore, data display (data display) is carried out, namely making temporary conclusions. After that the activity of proving the truth or verification using triangulation. Triangulation of data sources is to explore certain informal truths through various methods and sources of data collection at the time of collecting and analyzing data. In this way, it seeks to be objective in obtaining more optimal results, and objectively from the sources of data and information obtained data. The results obtained include using triangulation techniques, meaning that not all data is triangulated. If the data received is doubted, the researcher will perform a triangulation technique to ensure that the data received in the end match the reality.

RESULT

Implementation of the role of the principal in fostering the professional competence of teachers at Ekatama SMKS Pekanbaru

The role of the principal as an educator is to include teachers in training, upgrading and guidance to broaden the knowledge of teachers who are carried out at school and outside of school. The role of the principal as a manager utilizes existing school resources to realize the vision and mission of the school to achieve goals, including the implementation of the 2013 curriculum. Teachers in the field of the curriculum with school principals and related parties outside of school prepare how all teachers in schools can be trained and guided to understand the 2013 curriculum and then apply it in schools. The principal as administrator role of the principal as an administrator, in collaboration with curriculum teachers to arrange the teaching schedule for the morning and afternoon class teachers. Every expenditure and use of funds are recorded in the form of receipts and so on, documenting all activities for the progress of the school.

The principal as a supervisor. The role of the principal as supervision, at the meeting before entering the beginning of the semester, is carried out well in advance. The goal is that teachers, administration and related school elements have sufficient time to prepare and improve the things needed for the coming semester according to their abilities. The principal as the leader. The principal must be able to provide direction and supervision, increase the willingness of the education staff, open two-way communication, and delegate tasks. The principal as an innovator. The principal must have the right strategy to forge a harmonious relationship with the environment, look for new ideas to integrate every activity, provide an example to all education personnel in the school, and develop innovative learning models. The role of the school principal is as a motivator, The principal must have the right strategy to motivate the education staff in carrying out various tasks and roles. A leader does not

mean that he can do something on his own and appear manly in his strength. A good leader or principal is that he can manage all the potential that exists to achieve common goals as a set.

Support in implementing the role of the principal in fostering the professional competence of teachers at the Ekatama SMKS Pekanbaru

The communication between the teachers went well without any significant obstacles. The relationship and communication of the principal with teachers and education personnel, students and other school elements is also quite good. The sense of togetherness is good enough between the principal and the teachers, students, and education staff so that the deficiencies that exist do not become a big obstacle for them to continue to be able to carry out the teaching and learning process every day. The existing facilities and infrastructure they use and manage together for the smooth and successful teaching and learning process. Barriers to implementing the role of the principal in fostering professional competence of teachers at Ekatama SMKS Pekanbaru: 1) Lack of teacher motivation in creating a fun learning process in the classroom; 2) Not all teachers apply it effectively in class; 3) The lack of maximum motivation for school principals to build teacher professional competence; and 4) Lack of professional teachers and limited school finances

CONCLUSIONS

The role of the principal as an educator or educator, in terms of improving teacher professional competence, is that there is a willingness to teachers who want to continue their studies to a higher level. The role of the principal as a manager, teacher in the field of the curriculum with the principal and related parties outside the school prepares all teachers in the school to be trained and guided to understand the 2013 curriculum to be applied in schools. The role of the principal as an administrator, namely the existence of clear management of financial administration activities. Every payment and use of funds are recorded in the form of receipts and so on. Documenting all activities for the progress of the school. The role of the principal as a supervisor monitors each classroom to see the readiness of the teachers before the implementation of the early semester learning. The role of the principal as a leader or leader is to be firm in the implementation of every activity at school. The role of the principal as an innovator takes an interesting approach so that the harmony of the school's relationship with the environment around the school continues to be harmonious even though the school is side by side with a very dense and pluralistic population settlement. The role of the principal is a motivator, giving awards to outstanding teachers in the form of praise, additional salary or honorarium, certificates.

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