



The Role Of The Principal In Encouraging The Improvement Of Teachers' Professional Competence At SMA Negeri 2 Muaro Jambi

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ABSTRACT

This study aims to describe the leadership of the principal in improving the professional competence of teachers at SMAN 2 Muaro Jambi and the efforts he must make. This research uses qualitative methods. The subjects are principals and teachers. Data collection techniques use observation, interviews and documentation studies. The results showed that the principal's efforts in improving teacher professional competence are facilitating teachers in carrying out self-development activities or improving their competencies, sending teachers to participate in competency improvement activities carried out outside of school and motivating and facilitating teachers to take part in Teacher Professional Education.



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INTRODUCTION

Human resources in this case are the Principal and Teachers are control holders who must have a far-sighted vision to take the organization in the intended direction. In Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System. In Article 39 (1) and (2) it is stated that: Education personnel are tasked with carrying out administration, management, development, supervision, and technical services to support the educational process in educational units. Educators or teachers are professionals in charge of planning and implementing the learning process, assessing learning outcomes, conducting guidance and training, and conducting research and community service, especially for educators in universities.

The Principal US a leader has the play function of creating good learning and teaching conditions with the aim of improving the quality of education . The success of a school can be measured by how capable the principal is of carrying out of his duties (Kurnianingsih, 2017). Thus, the head has a fairly complex task as the captain of the school he leads. Become a determinant of the direction to achieve the agreed goals and ideals of the school

However, the principal will not be able to run the school itself. Support from various parties and components of the school is needed, especially all teachers in the school. Teachers have roles and responsibilities in planning and carrying out the learning process. Therefore, a teacher must be able to adapt to the development of information and technology in creating a fun and innovative learning situation in the school .

Teachers in carrying out their duties must have supporting competencies which include pedagogic, personal, social competencies and lastly professional competencies (Kurnianingsih, 2017). The task of teachers is related to efforts to improve human resources through education, thus efforts are needed to increase teacher motivation to improve professionals in their performance. This can be done by holding continuous coaching on an ongoing basis, as well as by rewarding and being recognized for professionalism. To make them become professionals is not enough to improve their competence both through providing upgrades, and training opportunities to learn, but also needs to be considered in terms of increasing discipline, providing motivation, providing guidance through supervision, and providing incentives that are appropriate with their professionalism so as to enable teachers to be satisfied and enthusiastic in working (Zaenal Abidin, 2019).

Professional competence of a teacher is an ability to master learning material in depth and breadth which includes the first concept of structure, scientific/artistic/technological methods / which are coherent with the learning material. The second includes teaching materials in the school curriculum, the third subject must be conceptualized, the fourth applies the concept of science mastered in everyday life, and the fifth has a spirit of professional competition in an international context but still preserves national culture . (Nasution, 2011).

In improving this professional competence, the role of the principal becomes very crucial. The principal must optimize his function in improving the professional competence of teachers in the school environment he leads. As a leader, the principal is an individual who can influence the behavior of his subordinates. The principal must be able to manage and lead and be able to carry out the duties he carries out as a principal (Muspawi et al., 2023).

Some previous studies that discuss the Role of School Principals with Teacher Professional Competence include: (Amiruddin et al., 2023), In addition, there are also from (Dwi Kurniasari et al., 2023), then from (Nirwana et al., 2015), and also from (Muspawi et al., 2023). Based on some of these studies, it can be concluded that there are several efforts by school principals in improving teacher professional competence, including: first involving teachers in teacher working group activities and subject teacher deliberations, second involving teachers in training activities, and third is to reward and punish teachers for their performance.

Based on research conducted at SMA N 2 Muaro Jambi shows that the professional competence of some teachers still requires more attention, this can be seen in the process of teaching and learning activities that are still not conducive, and there are still students who assess less comfortable with some teachers when learning in class. Based on the description above, the author needs to conduct further research on how the role of the

principal in encouraging the improvement of teacher professional competence at SMA Negeri 2 Muaro Jambi.

METHODS

This research is a research that uses qualitative methods. According to (Creswell, 2018) This method is used to explore or describe and understand the meaning by which several individuals or groups of people are considered to stem from a social or humanitarian problem that is happening.

There are three steps in analyzing data as follows: a) Data reduction, namely selecting, and simplifying the data obtained in the field to draw final conclusions for further verification. b) Exposure of data, Exposure here is limited as exposure to a set of structured information that gives the possibility of concluding. And c) Verification, is concluding existing data then the conclusions are verified as a result of data analysis (Uriatman, 2015).

This research was conducted at SMA N 2 MUARO JAMBI. The subjects in this study are those who are considered by researchers to be able to contribute data on the Role of School Principals in Encouraging the Improvement of Teacher Professional Competence. Data collection methods by observation, interviews, and documentation.

FINDINGS AND DISCUSSION

The results and discussion show that the strategy in encouraging teacher professional competence at SMAN 2 Muaro Jambi is by participating in education and training activities, seminars, both held by schools, the Education Office, Learning Teacher Center (BGP) activities, training held by the Ministry of Education and Culture, or independently both offline and online and also through learning communities / MGMP. There are also teachers who take the initiative to continue higher education such as Masters or even doctoral.

According to Law No. 14 of 2005, teacher professional competence is the ability of a teacher in mastering learning materials broadly and deeply. These competencies enable teachers to guide learners in accordance with national standards of education. At SMAN 2 Muaro Jambi, teachers' professional competence is good, but the school continues to make efforts to continuously improve teachers' professional competence .

Professional teachers have several criteria to support the success of a teacher. The professional criteria for teachers of SMAN 2 Muaro Jambi based on the results of interviews, namely those who already have good professional competence still refer to Permendiknas No. 16 of 2007 concerning Academic Qualification Standards and Teacher Competencies. In which the professional competence of teachers is described in more detail. Here are some points related to the professional competence of teachers .

First, the teacher must have mastery of the learning material. Based on the interview results that teachers at SMAN 2 Muaro Jambi already have a good understanding of the subject matter taught, all teachers have a minimum educational background of S1 and some are S2. In this school, teachers teach linear based on their S1 Education background.

Second, teachers must have the ability to manage the teaching and learning process. Most of the teachers at SMAN 2 Muaro Jambi have been able to manage learning well, but there are still some who are still not good, this can be seen when academic supervision is carried out, then the school conducts follow-up improvements and mentoring regularly to improve its quality.

Third, teachers must have good academic qualifications. Teachers at SMAN 2 Muaro Jambi all have a background in academic qualifications of at least S1 and there are some

who are already S2, they teach according to the linearity of their respective academic qualifications .

All four teachers are encouraged to have educator certification. At SMAN 2 Muaro Jambi, for teachers who are civil servants, all of them already have educator certificates, through professional education programs organized by the government, both PLPG and PPG. As for honorary teachers, only a small number already have educator certificates, but for honorary teachers, most of them already have S2 Education qualifications, because in the last three years, this school recruits honorary teachers by prioritizing those who have S2 Education qualifications.

Fifth, teachers must take a Competency Test which aims to measure teachers' ability to master knowledge. For civil servant teachers, all of them have taken the teacher competency test. For the competency test, its implementation is carried out by the government, including when participating in PLPG or PPG teacher certification, where to obtain a teacher educator certificate must pass this competency test. In addition, to be promoted to the teacher position level, it is also required that civil servant teachers must pass the teacher competency test to be able to move up the rank or level of teacher position to a higher level. As for non-civil servants or honorary teachers, they have never taken the teacher competency test, so it is not yet known what the score is.

In line with this, in improving teacher professional competence that teachers must also master the educational curriculum and mastery of learning. Teachers at SMAN 2 Muaro Jambi have been able to master the curriculum because the introduction, application, guidance and supervision are always carried out continuously by the school and the Education Office. In addition, in teaching teachers have used varied learning methods, and teachers can master technology to be applied in learning. The school provides infrastructure that supports ICT-based learning and also has a teacher competency improvement program that is carried out regularly, in collaboration with external parties such as the university through its community service institutions .

In addition, the principal's efforts in improving the professional competence of teachers at SMAN 2 Muaro Jambi are the first principals, taking a persuasive approach and conducting effective communication in order to motivate teachers to always carry out self-development and improve their competence as teachers. Second, facilitating teachers in carrying out self-development activities or improving their competence such as holding in-house training activities, workshops in collaboration with external parties. Third, send teachers to participate in competency improvement activities carried out outside the school. Fourth, motivate teachers to carry out competency improvement activities independently, for example through webinars or online training. Fifth, motivate and facilitate teachers to take part in Teacher Professional Education so as to obtain an educator certificate. Sixth, conduct regular academic supervision and monitor the follow-up process. Seventh, encourage teachers to always carry out reflection and collaboration activities with colleagues. Eighth, activate teacher learning communities. Ninth, create a conducive and comfortable working environment.

In line with the above, in improving the professional competence of teachers at SMAN 2 Muaro Jambi, of course, we find several inhibiting factors, but there are also supporting factors including the inhibiting factors are; a) Limited sources of funds. As a public school, our main source of funding is sourced from Government BOS funds. So that we have limitations in budgeting to conduct training activities, workshops or teacher self-development activities in improving their professional competence. b) The number of administrative tasks that the teacher must perform. Currently, teachers are required quite a lot to carry out administrative activities or tasks, both offline and online. Teachers not only have to prepare or do administrative tasks offline or hardcopy, for example preparing

learning devices as usual, but also quite busy with several online applications whose work demands must also be met. This is quite time-consuming for teachers so that the time used to focus on preparing a good learning process is reduced and the time to carry out self-development activities is also reduced. c) Complex curriculum and fairly short curriculum change time. To be able to understand and implement the new curriculum properly and thoroughly, of course, it takes time, effort, thought, understanding and habituation that is quite long. In addition, for the implementation of the new curriculum, teachers and schools are more required to carry it out independently .

While the supporting factors are: a) Cooperation with external parties. SMAN 2 Muaro Jambi established cooperative relationships including with Jambi University, Sultan Thaha Saifuddin Jambi State Islamic University, Batanghari University, to carry out teacher professional competence improvement activities including through community service programs by holding various training activities or workshops, research, book publishing. b) High enough motivation. Most teachers at SMAN 2 Muaro Jambi have high enough motivation to improve their professional competence. c) Conducive working environment. At SMAN 2 Muaro Jambi, a sense of family, friendship and collaboration between fellow teachers has been well established.

Judging from the various efforts made by the principal in improving the professional competence of teachers, the principal measured the professional success of teachers at SMAN 2 Muaro Jambi by conducting various monitoring and evaluation activities, carried out regularly and monitoring the follow-up changes. For example, monitoring and evaluating after carrying out an Education Training / workshop activity, monitoring and evaluating learning activities such as conducting academic supervision, Carrying out Teacher Performance Assessment (PKG) activities, monitoring and evaluating the average student learning outcomes every semester up to the results of the Final School Examination (UAS) and last but not least is to pay attention to the achievements of the School Education Report Card results every year.

CONCLUSION

The principal's efforts in improving the professional competence of teachers at SMAN 2 Muaro Jambi are that the principal takes a persuasive approach and conducts effective communication in order to motivate teachers to always carry out self-development and improve their competence as teachers. Facilitating teachers in carrying out self-development activities or improving their competence such as holding in-house training activities, workshops in collaboration with external parties. Then send teachers to participate in competency improvement activities carried out outside the school. Motivate teachers to carry out competency improvement activities independently, for example through webinars or online training. Motivate and facilitate teachers to take part in Teacher Professional Education so as to obtain an educator certificate. Furthermore, conduct regular academic supervision and monitor the follow-up process. Encourage teachers to always carry out reflection and collaboration activities with colleagues. Enable teacher learning communities. Also, creating a conducive and comfortable work environment at work.

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