
Strategy of the School Principal in Developing Teacher's Professional Competence to Improve the Quality of Education at SMAN 9 Bandar Lampung

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Abstract: *Quality is an important thing in the world of education. To create the quality of education, intervention from every component of education is needed, including the principal and teachers. Researchers used qualitative research with descriptive methods. Data collection techniques were carried out through interviews, observation and documentation. This study aims to identify patterns or strategies used by school principals in improving the quality of education by taking into account the teacher's professional competency factor. So that this research will provide an overview of reflection regarding efforts to improve the quality of education through the development of teacher professional competence at SMAN 9 Bandar Lampung. First, the strategy taken by the principal as an effort to develop the professional competence of teachers at SMAN 9 Bandar Lampung can be said to be good, this is realized from the actions taken by the principal both formally and non-formally. Second, there are several obstacles faced, less creative teachers, lack of mastery of technology, and lack of teacher productivity in making scientific work.*

Keywords: *Strategy, Quality, Education, Competence, Professional.*

1. INTRODUCTION

Quality is one dimension that requires attention in every aspect of life, especially in the field of education. Quality education will give birth to highly competitive individuals. So to create high quality education, good cooperation and communication are needed from every component of an educational institution (Yuliana, 2018). The teacher as an educator deals directly and at the same time becomes a real example for students. In an effort to produce quality students, competent teachers are needed. Competent teachers will always continue to develop learning processes that are carried out creatively and innovatively using various media and methods. Learning that is not monotonous will certainly be an attraction and foster



enthusiasm for learning in students (Maala, 2023). Teachers are one of the things that influence the improvement of the quality of education. Professional teachers are not formed just like that, but require the development of professional competence. Therefore the role of the principal is very necessary (Arsyad, 2018). The principal as a leader, manager and supervisor is required to be able to develop teaching staff through various strategies, so that in the future they can create quality education (Muspawi, 2020). Strategy is a step taken by a person or group of people to achieve a predetermined goal. Teacher professional competence can be an ability that must be carried by a teacher to support his obligations in educating the life of the nation. Quality in the context of education relates to the input, process, and output that exist in educational institutions (Zahro et al., 2018). An educational institution is said to be of high quality if it can meet the satisfaction of users of educational services. So the principal's strategy in developing the professional competence of teachers can be interpreted as the steps, policies, or methods taken by the principal as the leader of the educational institution in developing the professional abilities of teachers so that they can meet the satisfaction of users of educational services. There are at least four aspects that need attention in improving the quality of education, namely policy, infrastructure, learning process and leadership of the school principal. This includes the principal's strategy for developing various components in the school environment. The strategy taken by a school principal is one aspect that plays an important role in developing teacher professional competence in producing optimal teaching and learning (Etisnawati, 2020). This condition will help an educational institution to improve its quality, especially in terms of output, because the quality output is born from a learning system that is managed properly and professionally (Hadi, 2017).

A lot of research has been conducted related to the strategy of the principal, teacher development, and quality of education, including research conducted by Mochammad Yasyakur which describes the steps taken by the principal as a whole, both as an organizer, administrator, and supervisor in improving teacher performance. This study states that the principle is a determinant of improving the quality of education in an institution (Yasyakur, 2019). The similarities in writing occur in works made by Mukhtar, this study suggests that the principal is a cog in an educational institution in improving the quality of its learning (Mukhtar, 2015). Furthermore, research conducted by Sri Banun, Yusrizal, and Nasir Usman said that the school principal is one of the important aspects in the quality improvement process, but the more important aspect is the aspect of students (Banun et al., 2016).

Based on the literature review that has been stated previously, it can be concluded that the attention of researchers regarding the quality of education is still focused on the function of the principal as a leader and manager in a school. While the research that the authors carried out aims to identify patterns or strategies used by school principals in improving the quality of education by paying attention to the teacher's professional competency factor. So that this research will provide an overview of reflection regarding efforts to improve the quality of education through the development of teacher professional competence at SMAN 9 Bandar Lampung.



2. RESEARCH METHODS

The approach used is a descriptive qualitative approach. There are several limitations in conducting this research. First, namely the research location. The educational institution used as the location for this research is SMAN 9 Bandar Lampung, located at Jalan Panglima Polim Number 18, Bandar Lampung. Second, the informants in this study were the principal, vice principal, head of the KKG, and teachers at SMAN 9 Bandar Lampung. Third, data collection in this study used to interview and observation techniques regarding actions, which were then supported by documents related to the principal's strategy in developing teacher professional competence at SMAN 9 Bandar Lampung.

3. RESULTS AND DISCUSSION

Principal's Strategy in Improving Teacher Professional Competence

Strategy is a program or method used to achieve organizational goals through the realization of the vision and mission. The work strategy of educational institutions is included in the range of cooperative plans. To improve the quality of education, cooperation between the various existing components is needed. Educators are no exception. Principals as leaders and managers must be able to analyze the needs required by educational institutions (Karnati, 2017). In improving the quality of education by paying attention to aspects of developing teacher professional competence, school principals are required to have the right strategy. Based on the results of interviews, observations, and various supporting documents, it was found that the principal of SMAN 9 Bandar Lampung had several strategies for developing teacher professional competence. The strategy is carried out in two forms, namely formal and non-formal forms. The following are some of the strategies implemented by school principals in developing the professional competence of teachers at SMAN 9 Bandar Lampung:

Formal Form

1. Delegating teachers to participate in various development activities such as training, training, seminars, workshops, etc. This activity is carried out to develop teacher skills in responding to various demands and changes that occur in the world of education. The implementation of these activities can take place either in a matter of hours or even a matter of months according to the needs and conditions contained in each activity program. The implementation of the teacher professional competency development program is carried out with a variety of materials that are aligned, relevant, and much needed in the learning process (Hari Utami & Hasanah, 2019). With the participation of teachers in various activities, it is hoped that they can provide broader insights as well as provide a stimulus for teachers to continuously develop their competence.

2. Requires every teacher to participate in MGMP activities. MGMP is an organization of educators that was created to become a forum for communication whose purpose is to find solutions and solve problems faced by teachers (Andriani & Natsir, 2019). The teacher's participation in the MGMP activities is expected so that the teacher can better prepare everything related to the learning process. Meeting teachers with colleagues who come from



different work environments is expected to provide a variety of important information and provide new insights to continue to improve their competence (Jamaluddin et al., 2020).

3. Give flexibility to every teacher who wants to continue their education. This is considered appropriate because, with education and knowledge that is growing, it will affect the professional competence of teachers (Anggrawan, 2019). Competent teachers will be able to create learning processes that are creative, adaptive, innovative, cheerful, and of course not boring (Machali, 2018). The teacher's ability to master the class and think creatively shows that the teacher has experienced professional competency development. And this competency can be obtained through further education carried out by the teacher (Amin et al., 2018).

4. Organize teacher development activities internally. In addition to holding various events that target students, SMAN 9 Bandar Lampung also holds several activities where employees are the target. In carrying out this activity also invited people who already have high experience and are qualified as native speakers. With a lot of presentation of material, questions and answers, and dialogues that occur between speakers and activity participants (SMAN 9 Bandar Lampung employees) it is hoped that it will provide more knowledge and stimulation to be able to constantly develop the abilities and competencies of the teacher.

Nonformal Form

1. The dialogue while providing motivation to teachers. The principal as a leader should be able to continue to motivate employees and understand what is needed (Assunção Flores & Gago, 2020). Especially in the teaching and learning process. The existence of a dialogue that occurs between the teacher and the principal can be one way for the principal to find out the expectations and various obstacles faced by the teacher related to the learning process. By knowing the various opinions expressed by teachers, school principals can move quickly to determine teacher competency development strategies and find solutions to solve existing problems (Budiono & Fadlan, 2020). The openness that exists between the principal and the teacher is expected to be able to spur the teacher to continue to develop his competence because he feels valued and appreciated, thereby creating an optimal learning process.

2. Provide an example of discipline to employees. Discipline is one aspect that is very concerned at SMAN 9 Bandar Lampung. Discipline is not only applied to students, but must also be applied by every employee and even the principal. One of the policies taken by the principal regarding discipline is requiring the teacher to arrive a maximum of 10 minutes before learning begins. This applies to picket teachers as well as teachers who have a teaching schedule in the first hour. With a disciplinary attitude that is always applied by the school principal, it always makes employees orderly, disciplined and reluctant when they come to school not according to schedule. Apart from arriving on time, discipline is also applied to employees who cannot work on certain days. Every employee must send a letter of permission with clear reasons if he cannot come to work, and the teacher specifically must submit assignments or entrust assignments to the picket teacher. So that even though the teacher is not present in the class, the learning process can continue with the help of the picket teacher who has been provided.



3. Conduct evaluation meetings. This meeting is held with the aim that employees can express their opinions starting from obstacles, solutions, and wishes. This is deemed necessary to be implemented considering that one indicator of the success of an educational institution is producing quality output both academically and non-academically (Wijanarti, 2019). Evaluation meetings are usually held at least once in each semester. This meeting is chaired directly by the school principal and discusses various topics. The topics that are usually discussed are how much the school has achieved in the past six months and what will be done to achieve the target in the next semester. Not only related to the academic field, but extra-curricular activities are also discussed at the evaluation meeting. The technical readiness of schools in facing technological challenges was also discussed (Sumiharyati & Arikunto, 2019). Given that in the current era everything is always related to digital media, and every teacher must be able to adapt to it. Likewise with the strategies that must be used in maintaining and continuing to improve the existing quality which is always the main topic of discussion. Therefore, evaluation for educational personnel (especially teachers) must be maximized. So that in the future it can produce competent educators so as to lead to an increase in the quality of education.

Each strategy used certainly has goals and benefits for the creation of quality education. The strategy carried out by the school principal is considered to be an appropriate step for implementation. This is indicated by the changes that can be seen after the teacher participates in several activities as previously described. This change manifests itself in a learning process that is increasingly creative and not monotonous by using the various tools that have been provided.

Obstacles Faced by Principals in Developing Strategies to Improve Teacher Competence: The magnitude of the changes and developments that have occurred, of course, will be a challenge for everyone. Likewise the principal as a leader in an educational institution. In carrying out its strategy for developing teacher professional competence, of course, it cannot be separated from various existing obstacles. Both predictable and unpredictable. There are several obstacles encountered :

1. Lack of mastery of technology. In the industrial era like today, increasing knowledge must be accompanied by the ability to master technology. These two things must go hand in hand with the development of the times (Rahadian, 2017). This is a separate obstacle in the process of developing teachers' professional competence. Every educator and education staff is required to be able to master at least basic technology. This is done because all administration is starting to switch from conventional to digital. The ability to use technology for each employee needs to be improved. This increase is related to demands following the development of an all-digital era. Especially for teachers, the development of knowledge and the use of technology must be carried out in harmony to increase professional competence and become support in carrying out their duties (Ariyani, 2017).

2. Lack of teacher creativity. To create a quality education process, efforts or strategies are needed to foster the teacher's ability to think creatively. Teachers who have a high level of



creativity, are intelligent, and are innovative are certainly expected to be able to shape their personalities and produce quality students. Every teacher is required to be able to explore all abilities, potential, talents, and skills they have (Martiani Situmeang, 2020). So that his insight is wider and has an increasingly open horizon of thinking to support himself in carrying out his duties. With broad insight, an increasingly open way of thinking, and getting various information from various platforms will increase the creativity of teachers to make learning that is far more creative, adaptive, innovative, cheerful, and not monotonous (Torro & Arifin, 2018).

3. Lack of scientific work produced by teachers. There are still many teachers who are not aware of the importance of the ability to carry out research and write scientific papers. Many teachers have been lulled by the comfort of the world of work so that this makes their scientific potential not appear on the surface (Ibrahim & Febriani, 2018). Some teachers think that doing research is difficult, so their scientific work is minimal or even non-existent. Several teachers conduct various studies to create scientific work. However, this is because he will propose a promotion or certain interests. Based on some of the obstacles contained in the previous explanation, it can be seen that these constraints are common obstacles in the educational environment and are related to teacher professional competence, and are relevant to the times. The obstacles as mentioned can be handled well, this is manifested in the school principal's strategy to continue to develop teacher competencies as an effort to minimize the various obstacles that exist

4. CONCLUSIONS

Based on the presentation related to the research that has been carried out, it is concluded that the strategy taken by the school principal in developing teacher professional competence consists of two forms, namely formal and non-formal forms. The principal's strategy in developing professional competence can be said to be good. This can be seen from the positive changes shown by teachers at SMAN 9 Bandar Lampung in the learning process which is getting better. In addition, there are several obstacles faced by school principals in implementing strategies, for example, such as the lack of mastery of technology by teachers, the lack of teacher creativity, and the lack of scientific work produced by teachers.

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