

The Head Of School Strategy in The Development of Teacher Professional Competence

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Abstract

The main problem facing education today is the quality of human resources are low and not willing follow the progress of science and technology in the era of globalization, where competition quality to be something very urgent met by the school, then you need to do is improve the quality of human resources, both from the aspect of intellectual, spiritual, creativity, morality, and responsibility. This study aims to determines how the principal strategy in improving the competence of teachers in terms of pedagogical, professional, personal and social. Effort headmaster to the make-up of professional interest of teacher can support the attainment of education target at school. This research uses the descriptive method with the approach qualitative. The technique of data collecting used is observation, interview, and documentation. Subjek Research is: Headmaster, Proxy of Headmaster and Pre-Eminent teacher SMA Negeri 4 OKU

Keywords: *Strategy Principal, Teacher Competence.*

INTRODUCTION

In the era of globalization, advances in science and technology are increasingly sophisticated and are experiencing very fast exchanges. One of the several challenges of globalization that teachers must address by prioritizing the quality of education according to [1] statement The development of science and technology is so fast fundamental and wise. Teachers expect to be sensitive and responsive to changes, hunting science and technology that continues to develop in line with the needs of society and the times.

The importance of the role and function of the principal's leadership in an effort to achieve educational goals, so that it can be said that the success or failure of school activities is largely determined by the quality of the principal's leadership including in terms of the professionalism of school teachers, the provision of professional, quality teachers, adequate facilities and infrastructure. In PP 19 article 28 and article 29 regarding academic qualifications and competencies that must be fulfilled as a teacher, it covers 4 competencies, namely pedagogical competence, personality competence, professional competence, and social competence.

A school principal is in charge of managing all sources of school organization and collaborating with teachers in educating students in an effort to improve the quality of education. In accordance with the function of the principal, the development of teacher professionalism can be improved through the professionalism of a school principal where the needs of the school that he leads need to be regulated and planned so that teacher competence does not stop at the competence he had before, but increases and develops properly so that teacher professionalism can be realized.

The leadership ability encourages and supports the performance components of the principal itself, especially in itself, the principal has included various predicates, such as a person, supervisor, manager, leader, educator, an agent of change (agent of change), administrator, motivator, and evaluators.

Principal leadership is one of the factors that can easily encourage the performance of school principals to realize the vision and mission, goals, and infrastructure of their schools, through these programs which are implemented in a planned and gradual manner, regarding their role in efforts to improve teacher professionalism. Because professional teachers not

only motivate students, master teaching materials and fields of science, and use appropriate learning methods, but must have broad insight and high competency abilities in the world of education.

Principal Strategy

The strategy is the process of determining direction or goals by using available resources to achieve optimal results. According to [2] strategic planning is a disciplined effort to make important decisions and actions that shape and direct how an organization (other entity) does what the organization (or other entities) does and why does what it does.

A leader is required to have the intelligence to master the situations and conditions that the organization has so that the organization is able to implement a development program and mobilize its organizational resources. The principal's strategy is a series of plans as goals, policies, or objectives set by the principal in learning in accordance with existing conditions, so as to realize an increase in the quality of learning.

Teacher Professional Competence Development

Professional competence is one of the assets that teachers really need to have [3], This competency is related to the mastery of the material to be presented in [4] states that "for professional development, KASAH is needed". Kasah is an acronym for knowledge, abilities, skills, attitudes, and habits.

Various viewpoints of opinion regarding teacher competency development, it can prove that teacher competency development is a process both individually and in groups to review, update and expand knowledge, abilities, skills, attitudes, and habits so that all kinds of needs in the future followed and regularly and regularly and in accordance with the plan and generate benefits for those who can participate and the world of education.

Kind Of Teacher Competence

In the Teacher and Lecturer Law, teachers are required to have academic qualifications, competencies, teacher certificates, be physically and mentally healthy, and have the ability to realize the goals of national education. Teacher competencies include:

Professional Competence

In the National Education Standards, the explanation in Article 28 paragraph (3) point states that what is meant by professional competence is the ability to master learning material broadly and deeply which enables students to meet the National Education Standards.

According to [5] it is explained that professional competence is the ability to master the learning material in a broad and deep manner, in this case, it is required to master knowledge in the field of study as well as a critical step in deepening the content of the field of study based on competency standards and basic competencies. A person is said to have professional competence if he meets 2 minimum requirements :

- a. Understand the material, deep scientific concepts, and be able to apply everyday life.
- b. Understand scientific development methods, critical, creative, and innovative analysis of the field of study.

[5] professional abilities and educational staff, including:

1. Mastery of the educational foundation, this competency includes understanding the understanding of school functions in the community.
2. Mastering teaching materials, meaning that the teacher must understand the subject matter to be taught. Mastery of the main material in the curriculum or enrichment material.
3. The ability to develop learning programs, the ability to build learning competencies, develop learning materials, and develop learning strategies.
4. The ability to compile learning outcomes and the learning process.

From the above explanation, it can be understood that professional competence is the competence that must be mastered by the teacher in implementing teaching tasks.

Social Competence

In the national education standards, the explanation of Article 28 paragraph (3) point d states that what is meant by social competence is the ability of teachers as part of society to communicate and mingle effectively with students, fellow educators, education staff, parents/guardians of students. and the surrounding community. Slamet PH in the book Slamet PH in the book [5] states that social competence consists of:

1. Understanding and appreciating (appreciating) and having dialogue and conflict skills
2. Carry out harmonious cooperation with colleagues, school principals and school representatives, and other related parties.
3. Build a compact, intelligent, dynamic, and agile teamwork
4. Carry out the community (written, pictured) effectively and pleasantly with all school members, parents of students, with the awareness that each has a role and responsibility for the progress of learning.
5. Have an understanding and understanding and internalize the environmental changes that affect their duties.
6. Having the ability to position himself in the value system prevailing in the surrounding community
7. Implement the principles of good governance (for example participation, transparency, accountability, law enforcement, and professionalism)

Pedagogic Competence

In the National Education Standards, in the explanation of Article 28 paragraph (3), the points stated that 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 various the potential it has. Slamet PH in his book [5] describes the professional abilities of teachers and pedagogical competences of education personnel including:

1. Contribute to curriculum development related to the subjects being taught
2. Developing a subject syllabus based on competency standards and competence
3. Planning a lesson plan based on the syllabus that has been developed
4. Designing learning management and classroom management
5. Carry out pro-change learning (active, creative, innovative, experimental, effective, and fun)
6. Assessing the learning outcomes of students authentically
7. Guiding students in various aspects, such as lessons, personality, talents, interests, and careers
8. Developing professionalism as a teacher.

Personality Competence

In the National Education Standards, the explanation of Article 28 paragraph (3) point b, states that what is meant by personality competence is a personality that is solid, stable, mature, wise and dignified, becomes an example for students, and has a noble character. Personality competencies have a huge influence on the personal growth and development of students. This personality competence has a very important role and function in the personality of the child, in order to prepare and develop human resources, as well as the welfare of society, the progress of the State, and the nation in general.

Teachers as role models for students must have complete attitudes and personalities that can be presented as role models for idols in all aspects of their lives. Because teachers must always try to choose and do positive actions in order to raise their good image and authority, especially in front of their students.

Professional Teacher Development Strategy

In line with the above opinion expressed by [6] argued that: "The success of education in schools is very much determined by the school's self-confidence in managing the education personnel available in schools." As for [7] Explain things that are managed by the Principal of not reading and establish programs that cover the following problems:

1. Determine the number, placement and placement of personnel according to needs and based job description, job specification, job requirement, dan job evaluation.
2. Determine the withdrawal, selection, and placement of personnel based on the principles of the right person in the right place and the right person in the right job.
3. Determine welfare, development, promotion, and dismissal.
4. Forecasting the future needs of its members.
5. Monitor government regulations and policies

In the context of professional management of teachers in schools[6]the implementation of education management in Indonesia includes seven main activities, namely educational planning, procurement, coaching and development, promotion and transfer, dismissal, compensation, and provision of educational personnel. "

METHODS

This research uses qualitative methods with a descriptive approach. In this study, the researcher describes in-depth the strategies carried out by the principal at SMAN 4 Ogan Komering Ulu in improving teacher competence, by explaining the circumstances that occur, so that in research that raises the problem of the strategy carried out by the principal. The main data source is the source of information in this study is the principal.

In obtaining the data needed in this study, the researcher needs to use observation, interview, and documentation data techniques. Because this research is in the form of descriptive qualitative research, the required data must be in the form of words, notes, recordings, pictures, and others.

According to [8] According to [8] that the case study method is a type of descriptive approach, research which is carried out intensively, in detail, and in-depth on an organism of a particular organism, institution, or phenomenon with a narrow area or subject. Yin argued that case research is a research method that is specifically a contemporary situation in a real-life context, which is carried out when the boundaries between the phenomena and the context are not clear, using various data sources.

According to [9] case studies in a detailed analysis of a single setting or subject or a document repository or a particular event. This means that case study research is research that examines contemporary phenomena as a whole and comprehensively in their actual conditions, using various data sources. Performed in actual conditions, using a descriptive approach. In other words, case study research is more appropriate to use a qualitative research approach.

Lofland dan Lofl in [10] argue that the main data source in qualitative research is words and actions, the rest is additional data such as documents and others. So, in this study the data collected on primary data and secondary data:

RESULT AND DISCUSSION

Based on an interview with the Principal of SMA Negeri 4 OKU Strategies conducted by the Principal, namely:

Formal Strategy Course and training

The strategy was undertaken by the Principal of SMA Negeri 4 OKU in developing teacher professional competence and improving teacher professional competence is to often hold sharing, including courses and training. Training can be carried out from hours to months according to your needs and desires. Training can also be held with material according to the needs or desires so that almost all educational functions in schools can be trained: management, leadership, teaching and learning processes, administration.

The main task of a teacher is teaching, but there is nothing wrong with increasing competence and professionalism, it also needs to be equipped with research skills and writing articles/books. Due to the flexibility of education and training in all aspects, training is often used as a way out almost to solve the problem of teacher quality at SMA Negeri 4 OKU. The note that needs to be known so that education and training can really be a solution to the problem of teacher quality is that the implementation of training is faithful to the goal.

Seminar

A seminar usually has a focus on a specific topic, in which those who attend can participate actively. Seminars are often conducted through a dialogue with a seminary teacher, or through a presentation of research results in a more formal form. Seminar forums organized by and for teachers can be a good vehicle for communicating various matters relating to the field of science and profession as a teacher

The seminars at SMA Negeri 4 OKU were carried out by two people who always gave motivation to other teachers, namely Mrs. Hj. Jumiati, S.Pd MM as the school principal with an untrustworthy person handed over to Mrs. Mukhtamira, S.Pd Si M.Pd (waka Curriculum), both encouraged the other teachers. In improving teacher professional competence, the Principal encourages teachers to be creative and innovative by making several approaches to teachers and staff, especially teachers in SMA Negeri 4 OKU.

MGMP Program (Musyawarah Guru Mata Pelajaran)

At SMA Negeri 4 OKU, teachers are required to attend MGMP, which is a teacher organization formed to become a communication forum that aims to solve teacher problems in carrying out daily tasks in the field. The teacher really loves the Principal because of this activity. So if you teach you don't hurry and you can master the material.

Strategi Non formal

Discipline

SMA Negeri 4 OKU always prioritizes discipline both for students and teachers. Discipline was started by Mrs. Hj Jumiati, S.Pd, M.M who served as the Principal of the School. Discipline is not only aimed at students but teachers also need to improve their discipline because teachers are examples for their students

To ensure the orderliness and smooth execution of tasks that achieve school goals, it is necessary to have teachers who are full of loyalty and obedience to applicable regulations and are aware of their responsibility to regulate school goals. In other words, the discipline of teachers is very necessary for improving school goals. Enforcing discipline is very important because with discipline we can find out any rules that can be known by the teacher. With discipline in teaching the teacher, the learning process will be carried out effectively and efficiently.

Motivate Teacher

Increasing the professional competence of teacher educators requires motivation and support from various parties, such as motivation from the principal. With such motivation from the Principal, the teacher becomes enthusiastic in carrying out their duties. In addition, teachers are required to make a short-term activity plan, namely one year, then the principal will make it happen.

Teachers are expected to generate learning motivation, curiosity, and a strong interest in students to take part in lessons at school and active participation in them. Because the more people who are actively motivated to learn, the higher the learning achievement they will get. Encouragement or motivation does not only come from the Principal but all teachers also motivate themselves to develop and improve their professional competence.

Teacher Professional Competence Development Model SMA Negeri 4 OKU In-Service Education/ In Service Training Development Model

SMA Negeri 4 OKU uses the In-Service Education / In-Service Training model. Where the in-service training program is a training or coaching effort that provides an opportunity for someone who gets a certain job assignment in this case is a teacher, to get performance development. The professional competence of teachers at SMA Negeri 4 OKU needs to be improved continuously and continuously, this is intended to keep pace with the increasingly advanced world of education

In-Service Education/ In Service Training (dalam jabatan) atau latihan-latihan semasa berdinam, dimaksudkan untuk meningkatkan dan mengembangkan secara kontinyu pengetahuan, keterampilan-keterampilan dan sikap-sikap para guru dan tenaga-tenaga kependidikan lainnya di SMA Negeri 4 OKU guna mengefektifkan dan mengefisienkan pekerjaan/jabatannya.

This is in line with what went through Mrs. Hj. Jumiaty S.Pd MM as the Principal of SMA Negeri 4 OKU, said "Another term that is also used is upgrading or upgrading and in-service education which has the same purpose or has the same meaning. In-service training provided to teachers who are deemed necessary to improve their skills/knowledge in accordance with the development of science, especially in the field of education. "

According to the school principal, the implementation of service training activities at SMA Negeri 4 OKU is divided into two ways, namely: First, formal development: teachers assigned by the institution to attend education & training, both carried out by the school institution itself and by educational / training institutions , because of current or future work jobs. Informal development: teachers of their own will and efforts train and develop themselves by studying literature books related to their work or position.

The steps taken at SMA Negeri 4 OKU in carrying out training so that training runs successfully are organizational training, determining training program targets and materials, determining training methods and learning principles used, training programs. Before conducting training, institutions need to take several steps. To more clearly see the steps in carrying out training at SMA Negeri 4 OKU based on observational data, will display the following form:

1. Determine Training Needs
2. Develop Training Design
3. Develop Program Content
4. Choosing Training Media and Learning Principles
5. Implementation of Exercises
- 6.

CONCLUSION

The steps for the principal's leadership strategy in developing the professional competence of teachers in SMA Negeri 4 OKU are divided into two strategic activities, the first is a formal strategy, namely teachers are assigned by the institution to participate in education and training, both carried out by the school institution itself and by educational / training institutions because of current or future job demands such as the inclusion of courses, teacher training, seminars, and MGMP programs. And non-formal strategies, namely teachers on their own desires and efforts to train and develop themselves related to work for their positions such as Discipline, discussion and giving motivation

There are several schools that are developing in developing professional teacher competence at SMA Negeri 4 OKU - the obstacles include lack of or not limited mastery of IT in schools and limited time, lack of teacher creativity in the learning process in class, and lack of book collection or school facilities, and lack of the results of scientific work made by teachers.

Based on the results of the research, it can be assessed that the Principal Strategy is very important in developing teacher professional competence and the strategies used by the principal are divided into two strategic activities, the first is a formal strategy, and a non-formal strategy so that based on this research it can be taken into consideration for the school. to further develop and improve the professional competence of teachers properly in order to

improve the quality of education in schools. The results of this study can be used as a consideration for other schools to imitate the principal's strategy in developing teacher professional competence, both formal strategies and non-formal strategies.

The results of research that has been carried out on Principal Strategies are very important in developing teacher professional competence and can be used as a source of theory or a reference that can provide an overview of research for researchers related to Principal Strategies which are very important in developing teacher professional competence. This research can be used as a provider of knowledge for researchers when they have entered the world of work to be able to support the Principal Strategy which is very important in developing teacher professional competence.

Based on the data found, the authors suggest several things related to the principal's leadership strategy in developing teacher professional competence in SMA Negeri 4 OKU. The principal is expected to further develop and improve the professional competence of teachers in the teaching and learning process in schools because science and technology continue to develop so that the teaching and learning process is not boring or monotonous and produces quality graduates. There needs to be compact cooperation from school members so that the leadership that is applied can run well and achieve goals as planned in advance.

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