

Principal Management in Improving Teacher Quality at State Vocational High School

Cut Wan Moulida¹, Yusrizal², Niswanto³

¹ Universitas Syiah Kuala, Banda Aceh. Indonesia; cutwanmoulida@gmail.com

² Universitas Syiah Kuala, Banda Aceh. Indonesia; yusrizal_fkip@unsyiah.ac.id

³ Universitas Syiah Kuala, Banda Aceh. Indonesia; niswanto@unsyiah.ac.id

ARTICLE INFO

Keywords:

Supervision academic;
Principal;
Teacher profesionalism

Article history:

Received 2022-01-09

Revised 2022-03-24

Accepted 2022-04-28

ABSTRACT

This study aims to collect empirical data regarding the effectiveness of academic supervision in enhancing teacher professionalism at Lhokseumawe State Vocational High School. Academic supervision must be data-driven and factually accurate. Academic supervision is everyday work that supervisors must perform to meet the needs of a dynamic curriculum that is constantly in need of improvement in terms of documentation and context in the field. This research employs a qualitative approach combined with descriptive analysis techniques. The primary data sources for this study were direct interviews with informants, including school principals, teachers, students, observations, and secondary materials culled from various studies of papers, texts, and archives about Academic Supervision implementation. According to the researcher's analysis, the principal has utilized academic supervision to enhance teacher professionalism, as evidenced by the planning of supervision schedules, implementation, assessment of teacher performance using prepared learning instruments, and follow-up on the results of learning supervision. The supervision theory has been implemented effectively, including directing supervision in learning and conducting pre-supervision meetings with teacher interviews.

This is an open access article under the [CC BY-NC-SA](https://creativecommons.org/licenses/by-nc-sa/4.0/) license.



Corresponding Author:

Cut Wan Moulida

Universitas Syiah Kuala, Banda Aceh. Indonesia; cutwanmoulida@gmail.com

1. INTRODUCTION

An educational institution is inhabited by humans and people with different potentials and personalities, including teachers, so it cannot be led by a leader who has never known various leadership styles (Rahmat et al., 2017: 64). The Principal is defined as the leader of the school or institution where he receives and gives lessons (Basri, 2014: 40). According to Robbins and Judge (2015: 249), leadership (leadership) is the ability to influence a group to achieve the goals set. The school principal occupies an

important position in the school organization. The school's success in implementing the education/learning process effectively in achieving its goals is determined or influenced by how the Principal carries out his role and duties functionally and substantially for its progress. (Uhar, 2016: 161). The implementation of education cannot be separated from the role of the School Principal. The achievement of educational goals is highly dependent on the skills and wisdom of the Principal as a leader (Sandi Aji Utomo, 2017). The Principal is a professional official within the school organization tasked with managing all school resources and collaborating with teachers, staff, and other employees to educate students to achieve educational goals. The professional Principal will know the needs of the world of education and the school's needs specifically, and the school can develop forward according to the needs and developments of the times (Khasanah, Kristiawan, & Tobari, 2019; Kristiawan, & Rahmat, 2018).

Furthermore, Djafri and Novianti (2016: 3) state that the Principal is one of the components of education that plays an essential role in improving the quality of education. The Principal is responsible for implementing educational activities, school administration, coaching other educational personnel, and utilizing and maintaining facilities and infrastructure. Efforts to improve the quality of education are issues that will continue to be a topic of discussion in education management. Improving the quality of education is an effort that must be pursued continuously so that expectations for quality and relevant education can be achieved. Quality education is the hope and demand of all stakeholders.

Everyone will undoubtedly prefer to study at an institution that has good quality. On this basis, schools / educational institutions must provide good quality and service not to be left behind and compete with other educational institutions. The Principal's leadership or ineffective management primarily determines the quality of an educational institution or school. The back and forth of a school cannot be separated from the role of the Principal because the Principal acts as a central force that is the driving force of school life. Realize an effective school requires a principal who understands the goals of education, has a vision for the future, and can actualize all existing potentials into a synergistic force to achieve educational goals (Maryanti, Rohana, & Kristiawan, 2020; Salwa., Kristiawan, & Lian, 2019).

The low quality of education in Indonesia is also reflected in the difficulty finding qualified workers. According to Indonesia's competitiveness, World Economic Forum 2007–2008 is at the 54th level out of 131 countries. It is far below the competitiveness ranking of fellow ASEAN countries, such as Malaysia, in the 21st and Singapore at the 7th. (Nurul Hidayah, 2016: 44). Education is not just an effort to provide knowledge oriented towards the target mastery of the material (students memorize more than understand the material) provided by educators. However, educators should also provide a life guide (learning message) to students to benefit themselves and other humans. Among educational leaders of various types and levels, the Principal is a significant educational leader because the Principal is directly related to implementing educational programs in schools. The achievement of educational goals is highly dependent on the skills and policies of the Principal as one of the education leaders. The Principal is a professional office in the school organization which manages all organizational resources and collaborates with teachers to educate students to achieve educational goals. Good school leadership will encourage the effectiveness of school management in achieving goals. As the leader of an educational institution, the Principal must also understand the main steps of organization and management, which are the main activities to be carried out by every teacher and staff. The Principal is the driving force for school resources. The teachers need to be moved towards a positive, exciting and productive work atmosphere in this case. This is because teachers are the input that has a considerable influence on the learning process (Abdul Rahmat et al., 2017).

Lukman (2018: 63) concludes that quality is a significant thing, and quality is also something related to the quality of an institution related to good or bad measures, achievement, intelligence, and skills. Educational institutions that are capable and achieving are called educational institutions or schools with achievements. Management of School-Based Quality Improvement (SBM) is a new alternative in education management that emphasizes the independence and creativity of schools. This concept was introduced by the theory of effective school, which focuses more on improving the educational process to create excellent schools or favorite schools. (Dakir et al., 2016). An important factor that has a significant

influence on the quality of education is the principal as the leader of education. The Principal is the sole leader of the school who has the responsibility to teach and influence all parties involved in educational activities at school to work together in achieving school goals (Kristiawan et al., 2017). Leadership is one of the essential factors in an organization, the success or failure of an organization is determined by the leadership of a leader running the organization. Leadership is more focused on the style of a leader is leading. In leadership management, there are various leadership styles, and to become a principal, you must have and master various leadership styles in the intention. (Abdul Rahmat, 2017; Uhar, 2016).

Quality management is something related to quality management. It can be interpreted that quality management is quality management. Concerning management, it is closely related between leaders and subordinates. In educational institutions, the managers are school principals, teachers, and administration (Onsimusin Lukman, (2018: 65). Kristiawan et al. (2017: 3) that Education Management is an activity or a series of activities in the form of managing a group of people who are members of an educational organization to achieve predetermined educational goals by utilizing existing educational goals resources using functions. -management functions in order to achieve goals effectively and efficiently. Donni (2017: 191) states that management comes from the English word management, with the verb to manage, which generally means to take care, drive, manage, run, foster, or lead. The noun management means people who carry out management activities. From this understanding, it is implied that there are four management elements: leadership, the people (implementers) who are led, the goals to be achieved, and the existence of cooperation in achieving these goals.

2. METHODS

This research seeks to describe the Management of the Principal in Improving the Quality of Teachers in SD Negeri 1 Banda Aceh. The research method used in this research is the descriptive method with a qualitative approach. The research subjects were determined using a purposive sampling technique. The researchers themselves measured the validity determination of the human instruments.

In this study, the researcher collected descriptive data regarding the activities or behavior of the subject under study, their perceptions and opinions, and other relevant aspects obtained through interviews and observation. Reality is open, contextual, and socially, including individual and collective perceptions and views and humans as instruments.

The data validity in qualitative research refers to credibility, transferability, dependability, and confirmability standards. The data collection was through careful observation. The data analysis is employed with model analysis. Data analysis started with data collection, and data reduction and conclusions were made by interpreting the classification results of the study.

3. FINDINGS AND DISCUSSION

The author obtained the author from informants by asking a question as follows: "How is guidance for improving teacher professional competence obtained information based on the results of interviews with the Principal, stating that:

In trying to improve teacher professionalism, we take various ways to improve the professionalism of teachers. Among others, send teachers to take part in Teacher Professional Education and Training (PLPG). To support the ability of the teaching profession, we are trying to improve the professional competence of teachers by including teachers taking part in the KKG (Teacher Working Group) activities. Here the teacher will give and receive to each other about mastery of subject matter broadly and sincerely following the standard content of subjects taught by a teacher, a teacher will get coaching, training, and exchange ideas, share experiences and information in a subject accordingly with the demands of the development of science and technology. This activity is scheduled once a month, every odd week.

As leaders of educational institutions, school principals play various roles carry out their daily duties, namely as educators, managers, administrators, leaders), innovators, entrepreneurs (entrepreneurs), the driving force of public relations, and supervisors (Munawir, 2010: 4). Performance

is an inseparable part of a system, starting from input, process, and output to achieve the goals of an educational institution. Therefore, efforts to improve teacher performance in terms of professionalism as educators are necessary.

The next researcher will analyze the research results in descriptive analysis based on the research results. Finally, the researcher will interpret the author's interviews with several informants to analyze the study results. The principal's management process goes through several stages: 1) Planning, 2) Organizing, 3) Supervision a. Planning Programs to improve teacher performance are implemented in schools to determine the level of ability of each teacher. In the context of learning, planning can be defined as preparing subject matter, using instructional media, using learning approaches or methods, and assessing an allocation of time that will be carried out at a specific time to achieve the specified goals. PP RI no. 19 of 2005 concerning National Education Standards article 20 explains that; "Planning the learning process has a syllabus, planning the implementation of learning that contains at least learning objectives, teaching materials, teaching methods, learning resources, and assessment of learning outcomes" (Shaleh, Zainuddin, Suli, 2021).

The School Principal has a high role in achieving educational goals in school. Educational objectives will be achieved by paying attention to the quality of resources, learning quality, infrastructure, and financial budgets. One of the most critical roles that the Principal must pay attention to is the quality of learning.

Implementation of Routine Supervision The Principal said:

"Another strategy that I have implemented as the Principal is improving the quality of learning, namely by implementing routine supervision. I do this situation considering the existence of teachers who have relatively the same education, namely S.Pd so that coaching and direction is a necessity that is very much needed in improving the quality of learning. I also adopted this strategy to overcome problems related to the lack of professionalism carried out by teachers in carrying out tasks. Supervision activities that I do as the Principal of this school are so that I know firsthand the problems faced by the teacher during the learning process so that I can assist according to his abilities".

The researcher's observation is that planning is prepared to be done by determining goals before taking action on a program to improve teacher performance abilities. In learning, planning is defined as adjusting the subject matter, the use of teaching media, and the use of learning methods at one time which will be carried out in the next semester to achieve the specified goals. Lesson plans can be made for one year, called an annual program. In the learning process, planning and arranging to learn is the teacher's duty, the teacher's hand. According to Kaso, Aswar, Firman, & Ilham (2019), "Planning in the broadest sense is nothing but the process of systematically preparing activities that will be carried out to achieve certain goals."

Meanwhile, Andriani, Kesumawati, & Kristiawan (2018) states that "Planning is the process of determining goals or targets to be achieved and determining the paths and resources needed to achieve those goals as efficiently and effectively as possible." Learning planning is related to learning programs between teachers and educators; learning planning is a teacher's guide as teaching material in delivering and implementing the learning process (Musfah, Jejen, 2017). It includes syllabus, lesson plans, assessment/evaluation, annual programs, and semester programs related to learning planning. It is essential to implement or make plans to prepare the learning process activities in starting a learning teacher.

The importance of planning can provide convenience to the teacher so that the learning process is not missed and not easily forgotten. The learning process is very influential with the initial stage in making plans in advance; the initial step in carrying out learning activities is to explain their preparation in carrying out learning activities. Therefore, learning planning cannot be separated from the teacher because learning planning is the initial foundation in building something. Associated with

teacher performance management needs to be supported by the professionalism of teachers; First, the teacher usually does the work autonomously and devotes himself to service users, accompanied by a sense of responsibility for his professional abilities. The term autonomy here does not mean denying collegiality, but it must be given the meaning that the work carried out by a person with a profession is truly by his expertise. Second, it means a person's performance or performance in doing work in his profession. At a high level, the performance contains elements of tips or art that characterize the professional appearance of a person with a profession. Although these arts or tips cannot be explicitly studied, they can be honed through practice (Apriana, Kristiawan, & Wardiah, 2019).

Each school must carry out planning activities to organize school programs, and if the school wants to achieve the best, the school must use a strategic plan. Planning activities are usually carried out by the principal and people the principal trusts or is willing to work with the Principal. In the planning concept, the Principal and the deputy principal are prepared by the school, assisted by other school personnel, including teachers (Fitria, Mukhtar, & Akbar, 2017; Irmayani, Wardiah, & Kristiawan, 2018; Kartini, Kristiawan, & Fitria, 2020). The program is implemented based on a predetermined schedule. If the Principal is absent, the authority to implement the program is handed over to the vice principal or senior teacher. Organizing is the division of work that members of the workgroup plan to complete, the determination of work relations between them, and the provision of an appropriate working environment. Organizing is a management function that needs the attention of the Principal. This function needs to be done to realize the school organizational structure, job descriptions of each field, authority, and responsibility become clearer and determine the necessary human and material resources. (Khasanah, Kristiawan, & Tobari, 2019; Kristiawan, & Rahmat, 2018).

In empowering the community and the surrounding environment, the Principal is the key to success which must pay attention to what happens to students at school and what parents and the community think about the school. The involvement of SD Negeri 1 Banda Aceh teachers in supporting the Principal's program to improve teacher quality through increased professionalism is significant, both in terms of professional competence, pedagogical competence, and personal and social competencies. The ability of teachers to master knowledge in the field of science can be done in various ways. Efforts to improve the quality of education are closely related to effective leadership and management by a school principal. Support from subordinates will be sustainable when the leader is genuinely qualified. Leadership is significant to do or improve the quality of teachers because improving the quality of teachers will improve the quality of education. Schools will be able to progress when the Principal has a vision, managerial skills, and integrity in making quality improvements (Maryanti, Rohana, & Kristiawan, 2020; Salwa., Kristiawan, & Lian, 2019; Tobari., Kristiawan, & Asvio, 2018).

Managerial skills are essential to be possessed by a school principal because managerial skills are the Principal's ability to manage the resources contained in the school based on the competencies set to achieve predetermined goals. The managerial skills possessed by the Principal are expected to provide policies or decisions that can result in program effectiveness and quality improvement (Maryanti, Rohana, & Kristiawan, 2020). Based on the research results, it can be concluded that the evaluation to improve the quality of teachers at SD Negeri 1 Banda Aceh is carried out by a committee or a team that the Principal has formed. The evaluation committee includes the Principal, deputy principal, supervisors, and senior teachers. Before the evaluation is carried out, the evaluation committee prepares the instruments in advance. The evaluation results will be analyzed and used as a consideration in determining the program for the following year. The primary function of evaluation is to examine an object or situation to obtain appropriate information for decision-making. The Principal, as a manager, must also have critical competencies and skills in organizational management, namely planning skills, resource organizing skills, activity implementation skills, and control and evaluation skills. In educational institutions, the problem of performance and performance goals is a statement of the responsibility of a person/individual, in this case, the teacher/educator, in taking specific actions. Regulation of the Minister of National Education of the Republic of Indonesia Number

16 of 2007 concerning Academic Qualification Standards and Teacher Competencies oriented towards providing education in schools/madrasahs, which are their obligations and responsibilities.

4. CONCLUSION

The Principal's Program improves the Quality of Teachers at SD Negeri 1 Banda Aceh by increasing teacher competence, namely Pedagogical competence, Teacher Professional Competence, Personality Competence, and Social competence. The implementation of the Principal Program in Improving the Quality of Teachers in SD Negeri 1 Banda Aceh through increasing teacher competence is carried out by the Principal correctly and with full responsibility, which is based on the managerial leadership of the Principal who is in charge and functions as an educator, the Principal as a manager, principals as administrators, principals as supervisors, principals as leaders, principals as innovators, principals as motivators. The Evaluation of the Principal Program in Improving the Quality of Teachers at SD Negeri 1 Banda Aceh is carried out through supervision activities carried out every semester. The teacher will be supervised both by appointed senior teachers and directly by the Principal as implementing monitoring and evaluation will be reflected in a constructive, creative, delegative, integrative, rational and objective, pragmatic, exemplary, disciplined, adaptable, and flexible. Follow-up by the Principal in Improving the Quality of Teachers at SD Negeri 1 Banda Aceh taking steps that must be taken by the Principal of the Banda Aceh 1 Public Elementary School in this regard, in a substantial way, namely improving the quality of teachers, according to the data and information obtained in the field in connection with efforts to increase teacher competence.

REFERENCES

- Abdul Rahmat, dkk, (2017) *Kepemimpinan dan Budaya Mutu*. Kalasan Sleman, Yogyakarta.
- Andriani, S., Kesumawati, N., & Kristiawan, M. (2018). The Influence of the Transformational Leadership and Work Motivation on Teacher's Performance. *International Journal of Scientific & Technology Research*, 7(7).
- Apriana, D., Kristiawan, M., & Wardiah, D. (2019). Headmaster's Competency In Preparing Vocational School Students For Entrepreneurship. *International Journal of Scientific & Technology Research*, 8(8).
- Djafri, Novianti, (2017) *Manajemen Kepemimpinan Kepala Sekolah (Pengetahuan Manajemen, Efektivitas, Kemandirian Keunggulan Bersaing dan Kecerdasan Emosi)*. Yogyakarta: Penerbit Deepublish.
- Donni Juni Priansa, (2017) *Menjadi Kepala Sekolah dan Guru Profesional, Konsep Peran Strategi dan Pengembangannya*. Bandung: Pustaka Setia
- Dakir, dkk, (2017) *Manajemen Mutu Pendidikan*. Jakarta: Kencana, Edisi Pertama
- E. Mulyasa. (2012). *Manajemen dan Kepemimpinan Kepala Sekolah*. Jakarta: Bumi Aksara
- E. Mulyasan. (2007). *Menjadi Kepala Sekolah Profesional*. Bandung: Remaja Rosdakarya
- Euis Karwati dan Donni Juni Priansa. (2013). *Kinerja dan Profesionalisme Kepala Sekolah Membangun Sekolah yang Bermutu*, Bandung: Alfabeta.
- Fitria, H., Mukhtar, M., & Akbar, M. (2017). The Effect of Organizational Structure And Leadership Style on Teacher Performance In Private Secondary School. *IJHCM (International Journal of Human Capital Management)*, 1(02), 101-112.
- Irmayani, H., Wardiah, D., & Kristiawan, M. (2018). The Strategy of SD Pusri In Improving Educational Quality. *International Journal of Scientific & Technology Research*, 7(7).
- Kartini, D., Kristiawan, M., & Fitria, H. (2020). The Influence of Principal's Leadership, Academic Supervision, and Professional Competence toward Teachers' Performance. *International Journal of Progressive Sciences and Technologies (IJPSAT)*, 20(1), 156-164.
- Kaso, N., Aswar, N., Firman, F., & Ilham, D. (2019). The Relationship between Principal Leadership and Teacher Performance with Student Characteristics Based on Local Culture in Senior High Schools.

- Kontigensi : Jurnal Ilmiah Manajemen, 7(2), 87-98
- Khasanah, U., Kristiawan, M., & Tobari. (2019). The Implementation of Principals' Academic Supervision In Improving Teachers' Professionalism in the State Primary Schools. *International Journal of Scientific & Technology Research*, 8(8).
- Kristiawan, M., & Rahmat, N. (2018). Peningkatan Profesionalisme Guru Melalui Inovasi Pembelajaran [Improving Teacher Professionalism through Learning Innovation]. *Jurnal Iqra': Kajian Ilmu Pendidikan*, 3(2), 373-390.
- Mahadin Shaleh1 , Fauziah Zainuddin , Mukmin Suli (2021). Application of Principal Management to Improve Teacher Performance during the Covid 19 Period in Elementary Schools. *Didaktika*, 10(1), 23-34
- Maryanti, N., Rohana, R., & Kristiawan, M. (2020). The Principal's Strategy In Preparing Students Ready To Face the Industrial Revolution 4.0. *International Journal of Educational Review*, 2(1), 54-69.
- Munawir. 2010. *Manajemen Kepala Sekolah dalam Peningkatan Profesionalisme Guru Pendidikan Agama Islam (PAI) di SMA Negeri 1 Gemuh.Semarang: ProgramMagister Institut Agama Islam Negeri (IAIN) Walisongo*
- Musfah , Jejen. (2017) *Manajemen Pendidikan, Teori, Kebijakan, dan Praktik, Cet II; Jakarta; Kencana.*
- Nurul Hidayah. (2016). *Kepemimpinan Visoner Kepala Sekolah dalam Meningkatkan Mutu Pendidikan,(Yogyakarta: Ar-Ruzz Media.*
- Rohiat. (2008). *Manajemen Sekolah; Teori dan Praktek, Bandung: Rafika Aditama.*
- Salwa., Kristiawan, M., & Lian, B. (2019). The Effect of Academic Qualification, Work Experience and Work Motivation towards Primary School Principal Performance. *International Journal of Scientific & Technology Research*, 8(8).
- Sandi Aji Utomo.(2017). *Manajemen Kepala Sekolah Dalam Meningkatkan Kompetensi Guru. Jurnal Pendidikan Islam. 1(1),5-14*
- Tobari., Kristiawan, M., & Asvio, N. (2018). The Strategy of Headmaster on Upgrading Educational Quality In Asean Economic Community (AEC) Era. *International Journal of Scientific & Technology Research*, 7(4).
- Uhar Suharsaputra, (2017) *Kepemimpinan Inovasi Pendidikan, (Mengembangkan Spirit Entrepreneurship Menuju Learning School. Bandung:Refika Aditama.*