

Leadership Style of School Principals in Improving Teacher Professional Competence in Kuta Alam Sub-District, Banda Aceh

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Abstract: The purpose of the study was to investigate the leadership style of school principals in improving teacher professional competencies. This study uses a qualitative approach with descriptive methods. Data collection is done through interviews, observation, and documentation studies. The research subjects were principals, vice principals, teachers and supervisors in elementary schools in Gugus Melati, Kuta Alam Subdistrict, Banda Aceh City. The results of the study were found: (1) Principal Leadership Style in improving elementary teacher professional competencies, namely in a participatory (participating) style, the principal also implements an instructional style in improving teacher discipline, and applies a consultative style (selling) in increasing teacher responsibilities; (2) The Role of Principal Leadership in improving teacher professional competencies, namely by opening discussion forums at every opportunity to find solutions, involving teachers in training; and (3) Obstacles to the leadership of school principals in improving teacher professional competence, still lack of teacher awareness in improving their abilities, teachers lacking mastery of IT, not yet active part of some teachers in KKG activities, and lack of facilities and infrastructure that can support effective learning.

Keywords: principal leadership style, teachers' professional competence, Banda Aceh

Abstrak: Tujuan penelitian ini adalah untuk mengetahui gaya kepemimpinan kepala sekolah dalam meningkatkan kompetensi profesional guru. Penelitian ini menggunakan pendekatan kualitatif dengan metode deskriptif. Pengumpulan data dilakukan melalui wawancara, observasi, dan studi dokumentasi. Subyek penelitian adalah kepala sekolah, wakil kepala sekolah, guru dan pengawas di Sekolah Dasar di Gugus Melati Kecamatan Kuta Alam Kota Banda Aceh. Hasil penelitian ditemukan: (1) Gaya Kepemimpinan Kepala Sekolah dalam meningkatkan kompetensi profesional guru SD yaitu dengan gaya partisipatif (berpartisipasi), kepala sekolah juga menerapkan gaya instruksional dalam meningkatkan kedisiplinan guru, dan menerapkan gaya konsultatif (jualan). dalam meningkatkan tanggung jawab guru; (2) Peran Pimpinan Kepala Sekolah dalam meningkatkan kompetensi profesional guru yaitu dengan membuka forum diskusi pada setiap kesempatan untuk mencari solusi, melibatkan guru dalam pelatihan; dan (3) Hambatan kepemimpinan kepala sekolah dalam meningkatkan kompetensi profesional guru, masih kurangnya kesadaran guru dalam meningkatkan kemampuannya, guru kurang menguasai IT, belum aktifnya sebagian guru dalam kegiatan KKG, dan kurangnya sarana dan prasarana yang dapat mendukung pembelajaran yang efektif.

Kata kunci: gaya kepemimpinan kepala sekolah, kompetensi profesional guru, Banda Aceh

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■ INTRODUCTION

The conditions and problems of education today, which are increasingly complex, the demands for leadership in the world of education are increasingly severe. These demands are often addressed to leaders, especially educational leaders. Starting from the President, Minister, Head of Service, down to the Principal. The quality of education is very crucial in the development of a country in addition to the health and economy of its people, because education can create reliable resources in development (Saracho, 2019; Chonjo, 2018; Duke, 2018; Eregha, & Mesagan, 2017).

The principal is the most responsible for the implementation of learning activities, starting from the input, process to the output of the school he leads. To be able to carry out their duties properly, an principal understands, masters and is able to carry out various activities relating to his function as an administrator and manager who is professional and has good skills (Dunleavy, Noble, & Andrews, 2019; Hawkes, Johansson, & McSweeney, 2017).

Considering that teacher professionalism is still lacking, it could be due to lack of motivation from the principal, the principal considers that a teacher is able to prepare a teaching program and carry out the teaching and learning process, even though the teacher still needs guidance and motivation from the principal, so the teacher is less responsible in teaching in class, plus the lack of teaching materials, teaching aids, and the ability to use laptop, so it always makes the learning process less effective. The principal must be able to encourage the performance of the teachers by showing a sense of friendliness, closeness, and consideration with the teachers both individually and in groups. Professional teachers are teachers who are able to educate their students into a generation that is able to compete and have good morals. As a professional, the work of a teacher

can only be done by someone who has an academic qualification, competence, and educator's certificate in accordance with the requirements for each particular type and level of education. Teachers as educators are the characters who most interact and interact with students compared to other personalities in school.

He principal as the manager is the most competent person and who has the best position to know and understand what is happening in an educational institution he leads because besides being a coordinator and driving force of the unit's education staff. Principal leadership performance is an effort that is made and the results that can be achieved by the principal in implementing school management to realize the goals of education effectively and efficiently, productively, and accountably. Based on the description and opinion above, the principal as a leader needs to improve cooperative relations with subordinates as people who are involved in the process of achieving goals, motivating educators and education staff morally and materially, improving welfare, rewarding teachers and educators who excel and the most important thing is to learn about the abilities of subordinates, by choosing the right leadership style.

Literature review

Principal leadership

Educational leadership is related to the principal's problem in increasing the ability to effectively meet with teachers in conducive situations (Alshahrani, 2019; Elmazi, 2018; Glatthorn, Jailall, & Jailall, 2016). The principal must be able to encourage the performance of the teachers by showing a sense of friendliness, closeness, and consideration with the teachers both individually and in groups. Leadership is an ability that needs to be possessed by a leader in moving all organizational resources, especially

human resources to do what is expected. Leadership is any action taken by a person, both an individual and a group to coordinate and conduct direction to other individuals or groups to achieve a predetermined goal (Andriukaitienė, 2017; Wellman, 2017).

Based on the description and opinion above, it can be concluded that leadership is an activity affecting other people so that people are willing to work together to achieve the goals that have been set. Leadership is often known as the ability to obtain consensus of organizational members to carry out management tasks so that the goals of the organization can be achieved (Mayer & Roberta, 2017).

Leadership as a process influences activities individually or in groups in an effort to achieve achievement goals in all situations (Jester, 2019; Baloh, Zhu, & Ward, 2019; Jiang & Chen, 2018). Effective school leaders must be able to provide guidance on the efforts of all teacher work in achieving goals, the behavior of principals must be able to encourage the performance of teachers by showing a sense of friendliness, closeness, and full consideration of the teachers, both as individuals and as groups (Boe & Holth, 2017; Lavigne & Chamberlain, 2017).

Principals are school personnel responsible for all school activities (Quigley & Coleman, 2019). He has full authority and responsibility to carry out all educational activities within the school environment he leads with Pancasila foundation. Leadership leadership is a decisive factor in the ongoing education process in school. The function of leadership is to guide, or build work motivation, drive the organization, establish a better communication network that will be able to bring his followers to the planned goal (Barker & Lovit, 2019; Blanton et.al., 2019).

Based on the opinion above the principal function of the principal as an education leader is to create a teaching and learning situation, so that

teachers can teach and students can learn well. The success of the principal's leadership is strongly influenced by a strong personality, understanding the purpose of education well, having extensive knowledge, mastering technical skills and flexibility of interaction and understanding managerial concepts. The task of professional principals is as educators, managers, administrators, supervisors, leaders, innovators and motivators or abbreviated as EMASLIM.

Principal leadership style

Educational leadership is a position that strongly demands the ability to read and understand the character, characteristics and personality of the teacher who is his subordinate. Because the teachers who will be led by the principal certainly have different behaviors and personalities, then being able to perform their functions optimally the principal needs to apply the right leadership style. The leadership style is the attitude, movement, or appearance chosen in carrying out its leadership duties. The style used by a leader with one another is different, depending on the situation and conditions of leadership.

There are four patterns of leadership behavior commonly used by principals, namely instructive, consultative, participatory, and delegative behavioral leadership styles. The effective leadership style of the principal is different according to the level of maturity of subordinates. The maturity of subordinates is not seen from the age factor or emotional stability but rather from the achievement and accepting responsibility and ability in the task.

Effective leadership styles vary according to the "maturity" of subordinates. Maturity or maturity according to him is not in the sense of age or emotional stability but rather the desire for achievement, willingness to accept responsibility, and have the ability and experience

related to the task. Thus the maturity level of subordinates, and the situation of the place is very influential on the leadership style applied.

The leadership style applied depends on the level of maturity or mature (mature) state of the subordinates and goals to be achieved. Subordinate maturity is not seen from age factor or emotional stability but is viewed from achievement and accepts responsibilities and has the ability in the task.

Professional Teacher Competence

Competence is the roundness of mastery of knowledge, skills, and attitudes that are displayed through performance. Teachers are professional educators with the main task of educating, teaching, guiding, directing, training, evaluating, and evaluating students in early childhood education in formal education, basic education, and secondary education.

Professional competence includes expertise or expertise in the field of, the mastery of the material to be taught and its methods, the sense of responsibility for the task and the sense of association with the peers.

Competent teachers will be better able to create an effective, enjoyable, and more able learning environment to manage their class so that students learn at an optimal level.

Based on the opinion above, it can be concluded that teacher competence can determine an effective learning environment. Academic Qualification Standards and teacher competencies, the types of competencies that must be possessed by teachers include: pedagogical, personality, professional and social competencies obtained through professional education.

Professional competence is a range of skills needed to realize himself as a professional teacher. Professional competence includes expertise or expertise in the field of, the mastery of the material to be taught and its methods, the sense of

responsibility for its work and the sense of being with other peers.

Professional guidance carried out by the principal is in line with the concept of educational supervision which aims to help improve the teaching and learning situation, Supervision of learning carried out by principals has an impact on improving learning achievement, teaching which is handled by the teacher who is more professional the results of the guidance of the principals will be reflected by the teacher in providing service to the learning of their students. The implementation of clinical supervision is one of the school principals' efforts to mature teacher professionalism, where clinical supervision aims to improve the teacher's basic abilities related to his teaching competence.

Performance is an achievement or performance of a teacher in carrying out tasks that have been entrusted to him according to his function and position. Performance is an achievement that can be achieved by a person or organization based on certain criteria and measuring instruments.

Performance can be displayed through the skills and motivation shown by each employee, both in quality and quantity, in carrying out his work in accordance with the responsibilities carried out to him.

■ **METHODS**

This study uses a qualitative approach with descriptive methods, to examine the problems and obtain deeper meaning about "Principal Leadership Style in Increasing Professional Competencies in Elementary Teachers in Cluster Melati, Kuta Alam Subdistrict, Banda Aceh City". The location of this study is SDN 27 Banda Aceh, SDN 41 Banda Aceh, and SDN 36 Banda Aceh which is included in the Melati Cluster of Kuta Alam Subdistrict of Banda Aceh City, while the subject of this research are supervisors, principals, deputy principals, and teachers in the

jasmine group, especially SDN 27 Banda Aceh, SDN 41 Banda Aceh, and SDN 36 Banda Aceh.

The instrument used to collect data on the leadership style of principals in improving teacher professional competencies is interview guidelines, observation guidelines, and documentation studies, by asking questions that have been formulated according to the research questions. Data collection techniques used by researchers in this study are through observation, interviews and documentation studies.

The validity of the data in this study uses the credibility test (belief). Qualitative research is declared valid if it has a degree of credibility, transferability, dependability, and certainty (confirmability). Data and information that have been obtained will be analyzed with a qualitative pattern and interpreted continuously from the beginning of the study until the end of the study. Data analysis is an activity after the data is collected from all respondents or sources. Data analysis was carried out in three steps, namely (1) data reduction; (2) display; and (3) draw conclusions and verification.

■ RESULTS AND DISCUSSION

Principal leadership style in increasing competence of elementary teacher professionals in cluster melati, kuta alam subdistrict, Banda Aceh City

Based on the results of research obtained from observations, interviews, and documentation studies as described earlier, it can be concluded that the leadership style of principals in improving teacher competence is done by: a) Formulating programs at the beginning of the year; b) Arrange activities such as providing regular meetings once a month; c) Arranging the schedule of supervision, and self-development activities for teachers.

In improving the competence of school principals, teachers tend to use participatory leadership styles. The principal is open and opens

opportunities for the implementation of two-way communication and pays attention to the efforts and achievements of the teacher. The principal motivates teachers and supports teacher creativity and trains teachers in decision making. The role of the principal in the participatory style is to provide convenience and communicate various things that need teacher attention. Participatory style is characterized by high supportive levels and low directional levels (high relationships and low tasks).

In increasing teacher responsibility, principals need to implement a consultative style (selling) and in increasing teacher principal discipline using instructive (telling) style, fostering work discipline begins with rules based on school goals which is an action to change the deviant teacher behavior from school regulations. Instructive style is applied to teachers who are not able and do not dare to assume responsibility, when carrying out the task requires explanation, arrangement / direction and supervision specifically.

In addition to increasing teaching responsibilities, the principal applies a delegative style. In a delegative style, the principal gives very little direction, because the teachers can describe the institutional program and implement it by overcoming problems independently and decide on the best solution for the sake of success in achieving educational goals. The style applied by the principal is a delegative style by directing the teachers to describe the school program, resolve the problem independently and decide on the best solution for the sake of education.

The principal must be able to integrate information in the school environment, strategies to achieve the objectives of education management implemented, ways and systems of work, and performance, through new ideas, appropriate strategies, and develop innovative learning models in a proportional, comprehensive

way, and sustainable, where the teacher's professional abilities need to always be actualized.

The role of principal leadership in improving the competence of elementary teacher professionals in cluster melati, kuta alam subdistrict, Banda Aceh City

Based on the results of research obtained from observations, interviews, and documentation studies as described earlier, it can be concluded that the role of the principal in improving teacher professional competence is: Giving guidance in preparing teaching materials, including teachers in the KKG and training- training, and provide policies for teachers who wish to continue their education. To increase the work commitment of school principals teachers need to develop a pleasant school climate. In managing schools, the role of the principal includes EMASLIM (Educator, Managers, Administrators, Supervisors, Leaders, Innovators, and Motivators).

Based on the description and opinion above, the principal as an innovator must have the right strategy to establish harmonious relationships, with the environment, seek new ideas, implement new ideas, integrate each activity, set an example for all education staff in the school, and develop innovative learning models.

The role of the principal as a manager regulates, and manages all the potential of the school through the stages of planning, organizing, mobilizing, and overseeing these potentials to support the achievement of educational goals. The school principal must open himself to the opening of constructive dialogue and actively pay attention to the efforts that support the teacher's ability. The efforts that can be done by the principal in carrying out his duties as an educator, especially in improving the professional competence of teachers who can also improve educational

performance and improve student learning achievement.

Obstacles to principal leadership in increasing competence of elementary teacher professionals in cluster melati, kuta alam subdistrict, Banda Aceh city

Based on the results of the research obtained from observations, interviews, and documentation studies as described previously, it can be concluded that in increasing the competence of school principals teachers find several obstacles including the different levels of maturity of teachers, teachers are still less responsible for the tasks that has been promoted to him, teachers are still lacking in using ICT, the provision of infrastructure facilities in schools is not sufficient so that teachers use only minimal teaching aids.

The function of the principal as a supervisor in carrying out his duties must have knowledge, skills, establish relationships between individuals, and possess technical skills. The principal is responsible for maintaining and motivating teachers, students, and school administration staff so that they are willing and able to implement the applicable rules and regulations in the school.

The ability of school principals to distribute assignments to teachers is adjusted to the level of maturity, experience of each teacher, so that the teachers do not seem to be a burden, so that they can carry out the tasks according to the expectations of the principal. Responsible teachers are teachers who know, understand values, norms (decency, decency, morals, social, and religious) and always try to adjust all their actions and behavior in accordance with these values and norms.

Another obstacle faced by principals is the lack of supporting facilities and infrastructure such as laptop, if there are teachers who have free time to learn laptop other teachers cannot use laptop as learning facilities in the classroom. Besides that,

the opportunity to control teachers in developing their profession is sometimes overlooked, because when principals want to monitor their teachers they are not ready, this is because the responsibilities of the teacher in carrying out their duties are different. The complexity of mastering the skills that must be possessed by a leader shows that leading work is not an easy job. Based on the description and opinion above, the principal as a manager has a significant role in developing and empowering various existing resources in achieving the stated goals.

The principal continuously provides support to get used to working on the task correctly and trains the teacher to provide advice on organizational policies. The principal is always ready and supports the activities carried out by the teacher in improving his competence.

■ CONCLUSIONS

Based on the description that the author has stated in the previous chapter, in this last chapter we will draw conclusions and suggestions. The author draws several conclusions that are empirical based on the analysis of research results and the theoretical nature of the following:

The conclusions from the results of the study of the principal's leadership style in improving teacher professional competence in elementary schools in Gugus Melati, Kuta Alam Subdistrict, Banda Aceh City are as follows:

The leadership style that is applied by the principal in improving teacher professional competence is the style of telling. The leadership style applied by the principal in increasing teacher responsibility is the style of selling (consultative). In addition, with the style of selling the principal is more directing and guiding and training teachers to increase their responsibilities, in this style, the teacher is positioned as a working partner, not as a subordinate in carrying out daily tasks. In increasing the discipline of teacher principals use

consultative style (selling). In improving teacher competence, principals tend to use participatory and democratic styles, in this style school leaders build two-way communication based on respect and trust.

The role of the principal in improving teacher professional competence, namely, holding a mini KKG at school, by involving teachers in training / workshops, providing teaching materials, and sharing with each other about the things that happen in PBM. The principal also provides policies for teachers who wish to continue their education to a higher level, by giving them study permits and arranging schedules so as not to interfere with the teaching schedule.

The obstacles faced by principals in improving teacher professional competencies include: there are still teachers who are not ready to teach, there are still many teachers who have not participated in trainings, lack of effort from teachers to improve their abilities, teachers lack mastery in mastering IT, some even cannot at all, there is a lack of teacher discipline, work motivation and teacher responsibility in learning. One way that can be done to overcome this problem is by holding meetings with teachers and other staff to convey the problems faced by the teacher, whether once a week or once a month, and reorganize the programs that will be implemented to achieve the goals of the school.

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