

## Leadership of School Principals in Improving Teacher's Pedagogical Competence at SMP Smaratungga Ampel

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### Abstract

*The principal is responsible for the continuity of education and teaching, one of which is in improving gut pedagogic competence. In educational institutions, the principal is the highest leader who plays a role in the development of the school, and education cannot be separated from the existence of the teacher. This research was conducted at SMP Smaratungga, Sampetan Village, Kec. Ampel, Boyolali Regency, Central Java. the research objectives in this thesis are; 1) To describe the principal's efforts in improving the pedagogic competence of teachers. The approach used in this study is a qualitative approach. The type of research used in this research is a case study. Data collection techniques used are interviews, observation and documentation. The analysis used in this study is data condensation, presenting data and drawing conclusions. The results of the research in this thesis are. 1) the principal's efforts to improve the pedagogical competence of teachers at SMP Smaratungga Ampel by using an individual approach. The efforts made include: a ) providing direction, guiding and motivating; b) attend training and participate in MGMP; c) supervision; d) provide understanding; e) hold a meeting; f) planning learning management; g) compiling learning tools; h) provide an understanding of the characteristics; i) mastering student learning theory and learning principles; j) developing curriculum and learning tools; k) develop potential and always direct; l) communicate well.m. assessment and evaluation.n. mid-semester assessment (UTS) first and second semester assessment (UAS) conduct evaluations during the activity process.*

### Keywords

principal efforts; pedagogic; competence



## I. Introduction

The quality of human resources can be improved through the important role of education. A conscious and planned effort in creating a learning atmosphere and learning process so that students can actively develop their potential so that they have religious spiritual strength, self-control, personality, intelligence, noble character, and skills needed by themselves, society, nation and state are understanding education based on Law No. RI. 20 of 2003 SISDIKNAS.

What is identical with school institutions is education, leading educational institutions to improve the quality of schools and educational institutions which are very important to realize the goals of education, especially the community's goals in the education of their children. The highest leader who has a role for school development, and education cannot be separated from the existence of teachers because the teacher is one of the important factors for organizing education as the principal in educational institutions.

Organization must have a goal to be achieved by the organizational members (Niati et al., 2021). The success of leadership is partly determined by the ability of leaders to develop their organizational culture. (Arif, 2019). Teachers are people who have direct responsibility for learning, and are required to have the behavior and abilities for optimal student development, such as pedagogic competence. Principals should make improvements to every teacher's ability due to the importance of teacher abilities in education development, so principal efforts are needed to improve teacher competence, especially in teacher pedagogic competence.

Effort to achieve something desired is an effort. All forms of activities carried out by a person or group in achieving the desired goals are the principle of effort, without effort, something cannot run properly. The continuity of education and teaching is the responsibility of the principal, the principal's leadership is very dependent on the smoothness of the education process. The demand to be able to carry out all the duties and responsibilities so that the role of the principal becomes so important. The role of the principal as a school leader is inseparable from efforts to improve the quality of education in schools, so that the principal's efforts are urgently needed to improve teacher competence, especially pedagogic competence to improve the quality of education in the schools he leads. There are 4 competencies that must be possessed by teachers, namely pedagogic competence, personality competence, social competence and professional competence as stated in Law No. 14 of 2005 concerning Teachers and Lecturers.

Provision of supervision by school principals, seminars, workshops and workshops with the aim of developing the ability to think and work through the principal's efforts in improving teacher competence, especially in teacher pedagogic competence. Thus the pedagogic competence of teachers can be increased so that they can carry out tasks based on their respective fields. The school principal is expected to carry out these efforts well. Principals establish good relationships with all subordinates, namely teachers and employees so that they are willing to carry out their duties properly, foster loyalty and responsibility to leaders, duties and workplaces as a form of implementing vertical downward relationships from the principal. Through supervision and seminars as an effort that can be applied by school principals in improving teacher competence based on the explanation above.

The continuity of education and teaching is the responsibility of the principal, the principal's leadership determines the smoothness of the education process. Demand to be able to carry out all the duties and responsibilities. As the leader of the school, namely the principal, it is inseparable from efforts to improve the quality of education in schools, so that the principal's efforts are needed to improve teacher competence, especially pedagogic competence to improve the quality of education in the schools he leads.

The success of improving the quality of schools is certainly seen from the success in the learning process. The learning process is the main and main thing that must be in education. The rights and obligations of teachers as educators and education personnel have been sufficiently affirmed in the law. Because the learning process is the main thing in education which will then be used as one of the determinants in improving the quality of schools, good performance from teachers is needed. High loyalty, work ethic and persistence are required in a teacher so that his performance is good. In the Law of the Republic of Indonesia Number 14 of 2005 concerning Teachers and Lecturers, it is stated that teachers are required to have academic qualifications, competence, educator certification, physically and mentally healthy, and have the ability to realize national education goals. These competencies include pedagogic competencies, personality

competencies, social and professional competence and can create an educational atmosphere that is meaningful, fun, creative, dynamic, and dialogical

The Buddha also explained that the leader is a righteous person who makes himself righteous according to the rules, he must also exercise proper supervision and protection for all his residents (D.III.61 in Panir Selwen). Leadership is not just making other people affected and submissive, let alone depending on the leader. As a leader, Buddha did not make people dependent on him. The leadership shown by the Buddha is how to make the people he leads improve his quality. Taking refuge in the Buddha is none other than making the Buddha a bearer of inspiration, a guide for life, and even a goal in life. The presence of Buddha in his masses also plays a major role in the welfare and happiness of the people concerned. Likewise, at this time the role of leaders in Buddhist religious organizations must function in improving the quality and spiritual progress of the people they shelter. In Buddhism also has an understanding or benchmark of leadership which is explained in (Ku. Jā. V. 378) there are ten standards for a leader. The ten things are generosity, having morals or keeping the precepts, willing to sacrifice, sincerity, kindness, simplicity, not being angry, not being violent, patient, and not contradicting the truth.

Based on interviews with the principal of SMP Smaratungga Ampel, initial data was obtained that the principal had made several efforts in order to improve the pedagogic competence of teachers, including guidance and supervision of the duties and responsibilities of teachers in teaching in the classroom. Monitoring teacher attendance at school, and observing class to see that there are no empty lesson hours. In fact, all teachers have good pedagogical competence in carrying out their duties as educators. And there are still many teachers at SMP Smaratungga Ampel who attend according to the lesson schedule at school. In addition, there are also no delays for teachers to enter class. The presence and discipline is because the teacher in question always tries to be professional in his work. Based on preliminary observations at SMP Smaratungga Ampel, it can be seen that there are no empty classes left by the teacher so that students are always orderly in class, or students look enthusiastic in learning.

Based on the background of the problem above, it is known that several problems can be used as references in this study, which are related to teacher pedagogic competencies, such as teacher discipline and the presence of teachers in accordance with the school schedule. So that researchers are interested in researching Smaratungga Ampel Middle School and raise the title Efforts by the Principal in Improving Teacher Pedagogic Competence at Smaratungga Ampel Middle School in the 2021/2022 Academic Year.

## **II. Research Method**

The approach used in this research is a qualitative approach. While the notion of qualitative research itself is a research procedure that produces descriptive data in the form of written or oral data from people or observed behavior. While this type of research is field research (field research) it can also be considered as an approach in qualitative research as a method for collecting qualitative data. The important idea is that the researcher goes to the field to make observations about a phenomenon in a state of nature. The reason the researcher uses a qualitative approach with a descriptive type is because it makes it easier for researchers to describe and conclude and analyze data, especially the use of this qualitative approach in accordance with the nature of the problem being studied. This study aims to describe the leadership of the principal in improving the competence of teachers of SMP Smaratungga Ampel. Determination of informants in this study using purposive sampling technique. The data collection uses several techniques, namely

observation, interviews, and documentation. Data analysis in this study was carried out during data collection and after completion of data collection within a certain period. The data analysis technique used in this research is the data analysis technique from the perspective of Miles and Huberman, namely data reduction, data display, and conclusion drawing/verification. Test the validity of the data in this study using triangulation of sources and techniques.

### III. Result and Discussion

The principal has a role and task that must be carried out. One of the principal roles and duties is supervision. This is an effort by the principal to improve teacher competence. Based on the results of interviews that researchers have conducted at SMP Smaratungga, Sampetan Village, Kec. Ampel, Boyolali Regency, Central Java. Principal at SMP Smaratungga, Sampetan Village, Kec. Ampel, Boyolali Regency, Central Java always provides direction, guides and motivates teachers so that they continue to strive to improve teacher competence by holding meetings with all teacher councils and providing understanding to teachers about their duties and responsibilities. Especially in the teacher's pedagogic competence or the teacher's ability to manage learning. This is in accordance with an interview with Mrs. Sri Wahyuni, S.Pd as a teacher at SMP Smaratunggal Ampel, she stated that:

*Yes... the principal here, Mr., always gives direction, guides and motivates all the teacher councils. So that the teacher council knows the duties and responsibilities in educating and teaching. so that efforts to improve teacher competence are formed. and the principal here also provides insight so that all teacher councils teach according to their fields and school principals often include the teacher council to attend training and also provide opportunities for the teacher council to take part in the MGMP. The principal here also evaluates the teacher council by conducting supervision, from this supervising the principal knows the teacher's ability to teach. With the principal carrying out this supervision, the principal can know how the pedagogic competence of teachers in this institution has increased or not.*

The principal's statement above that the principal always gives direction, guides and motivates all teacher councils. The principal also includes the teacher council in participating in the MGMP training and the principal also supervises all teacher councils. In line with the results of interviews with teachers at SMP Smaratungga Ampel. Namely Mrs. Sri Lestari, S.Pd said that:

*Yes, sir, it is true that the principal here always provides understanding to all the teacher councils so that the competence of their teachers increases, especially in teaching. The principal also directs and guides his teachers so that teachers are more competent in teaching so that the quality of education is further improved from the previous year. In addition, the principal also supervises to determine the ability of teachers in educating students. The principal here also often sends the teacher council to participate in upgrading to add insight and understanding of teachers about these pedagogic competencies.*

Based on the statement above, the principal at SMP Smaratungga Ampel has done his job as a leader in the school well and has tried to improve the pedagogic competence of

teachers as much as possible. In improving teacher professionalism, it is very important to do in order to achieve a goal in school which later the impact of increasing teacher competence has an impact on student learning outcomes. The teacher council plans a learning management that is carried out together before the new school year and is assisted by the school principal.

*This is the institution here, sir... before the new teaching begins, the teacher council plans the management of learning that is carried out together and I also help in the management of the learning and the first step that the teacher council does in managing learning is to develop a curriculum and continue to develop PROTA, PROTA Sir, it contains all the program activities that will be carried out at SMP Smaratungga Ampel in the next year from semester I and II. Furthermore, preparing PROSEM, Mr. PROSEM contains the basic competencies that have been determined previously. After that, it is continued with the learning implementation plan, namely the RPP which contains the material for the learning activities that will be carried out.*

The statement above is further strengthened by the results of the researcher's interview with the SMP Smaratungga Ampel teacher, namely with Mrs. Sri Wahyuni, S.Pd, she said that

*It's true what the principal said and the mother said that the teacher council before facing the new teaching, we all made learning tools for our teaching and learning activities here, once the learning tools have been formed, the teacher council will be easy to convey the material to be taught.*

In addition to planning and carrying out the things mentioned above, the teacher council also develops potential and communicates well with students. This is in accordance with what was conveyed by the principal of SMP Smaratungga Ampel, namely Mrs. Tri Yati, S.Pd, who said that:

*In this institution, my father and the teacher council always try to develop the potential of students by knowing the character of our students, it is easy to know the potential of our students so that the teacher council easily directs students to follow programs that are in accordance with the potential of these students. In addition to developing the potential of our students, we also try to communicate well with students.*

The statement above is in accordance with the results of the researcher's interview with the SMP Smaratungga Ampel teacher, namely Mrs. Sri Wahyuni, S.Pd. She said that.

*Yes, the teacher council here always develops the potential of the students and also the teacher council develops the potential of students according to the teacher's field, Bapaking Bapaking. In addition, the hired teachers here also communicate well with students in order to make it easier for the teacher council to develop student potential and make it easier for students to understand the potential of these students.*

In line with the results of the researcher's interview with the SMP Smaratungga Ampel teacher, Mrs. Sri Lestari, S.Pd he confirmed that.

*"The teacher council here is... you are always trying to develop the potential of students and that was also approved by the principal. The teacher council*

*and students also communicate well to make it easier for teachers to know the potential of each student.*

The principal, Mrs. Tri Yati, S.Pd, SMP Smaratungga Ampel, her mother said that: *Yes... My father as the principal always gives understanding not only understanding for making learning tools but also understanding so that teachers master student characteristics, master student learning theory and good learning principles for students, because if the teacher has not mastered all of these things the teacher will find it difficult make students understand the content of the material to be taught. Because of the importance of mastering this, I as the leader of this institution always try to make the teacher council master the student's character, namely by giving the teacher council the opportunity to take part in the training that I said earlier.*

The statement above is reinforced from the results of the researcher's interview with one of the teachers of SMP Smaratungga Ampel, Mrs. Sri Lestari, S.Pd. She said that *Yes, sir...I as a teacher in this institution must master the characteristics of theoretical learners as well as the principles of good and educating teaching. because if I have not mastered it, it will be difficult for me to convey the material that I will convey to students because students do not understand and the teacher must also master everything that will be conveyed to students before the teacher practices KBM to students. At this junior high school, the teacher council conducted an assessment and evaluation after the lesson took place. There are daily assessments, mid-semester assessments which are carried out every 3 months and there are also semesters I and II assessments which are carried out every 6 months. The teacher council also conducts an evaluation similar to that carried out according to the assessment of students*

In line with the results of the researcher's interview with the Smaratungga Ampel Middle School teacher, Mrs. Sri Wahyuni, S.Pd, she said that :

*Yes, sir, before the teacher conducts KBM activities, the teacher must already understand the characters, theories and principles of learning that educate students so that they produce great and moral students and so that students easily understand what the teacher is saying.*

Based on the results of observations, interviews and documentation, researchers can analyze that SMP Smaratungga Ampel in planning learning that must be arranged, namely Curriculum, PROTA, PROSEM, RPP. As for the assessment and evaluation of SMP Smaratungga Ampel carrying out daily assessments, midterm exams (UTS) which are held every 3 months or 4 times a year and end of semester exams (UAS) which are held every 6 months or 2 times a year.

Pedagogic competence consists of seven competencies, namely (1) mastering the characteristics of students (2) mastering learning theory and teaching principles of learning (3) curriculum development, (4) educating learning activities (5) developing the potential of students (6) communication with students and (7) assessment and evaluation.

Pedagogic competence is the teacher's ability with regard to theoretical mastery and the process of its application in learning. The efforts made by the principal in improving the pedagogic competence of teachers include providing direction, guiding and motivating the teacher council of SMP Smaratungga Ampel So that the teacher council knows the



duties and responsibilities in educating and teaching and providing insight so that all teacher councils teach according to their fields. In improving teacher competence, principals include the teacher council to participate in training and provide opportunities for the teacher council to participate in the MGMP.

At SMP Smaratungga Ampel all the teacher councils know their duties and responsibilities as educators, where the principal of SMP Smaratungga Ampel always gives direction, guides and motivates the teacher council to always improve their competence as educators. The principal of SMP Smaratungga Ampel also included the teacher council to attend training and provided opportunities for the teacher council to take part in the MGMP in accordance with their respective fields. The principal, apart from being a motivator, is also a supervisor, the principal evaluates the teacher council through supervision activities so that the principal knows the ability of the teacher council in the teaching and learning process. The principal also provides understanding to all the teacher councils so that their competence can increase, especially in terms of teaching and this is all done by means of regular meetings and deliberation.

At SMP Smaratungga Ampel the principal participates in planning the management of learning through deliberation at the beginning of a new teaching by involving all school parties. The first step taken by the principal and the teacher council is to develop learning tools such as: Curriculum, Prota (Annual Program), Prosem (Semester Program) and RPP (Learning Device Plan). The principal of SMP Smaratungga Ampel also provided an understanding of the characteristics of students, mastered student learning theory and good learning principles for students. So that the teacher council easily conveys the material presented and students easily understand.

The principal of SMP Smaratungga Ampel in addition to providing direction, guiding and motivating the principal teacher council of SMP Smaratungga Ampel also provides understanding to the teacher council about the characteristics of students, mastering student learning theory and good learning principles for students. So that after the teacher council already knows their responsibilities as educators, it is easier for the teacher council to convey learning and it is easier for students to understand the learning delivered by the teacher. So that after all understanding will give birth to great teachers also give birth to students who are great and have character.

After the principal and the teacher council have mastered the character and student learning theory, the principal and the teacher council also develop the existing curriculum and develop learning tools. Only after that the teacher council carried out the process of teaching and learning activities (KBM). In addition, the principal and the teacher council always try to develop the potential of students and always direct students to participate in program activities according to the abilities or potential of each student. Not only that, the principal and the teacher council of SMP Smaratungga Ampel, the principal and the teacher council also always communicate well with students to make it easier for the teacher council to know the potential that students have.

This learning management is carried out by involving all school parties. The principal also assists in the management of learning. The first step taken by the principal and the teacher council of SMP Smaratungga Ampel was to develop learning tools, namely, among others, the Curriculum, Prota (Annual Program), Prosem (Semester Program), and RPP (Learning Tool Plan).

In addition to providing an understanding of the principal's character and learning theory, the principal and the teacher council of SMP Smaratungga Ampel developed the existing curriculum and developed learning tools, after which the teacher council carried out the KBM process (Teaching and Learning Process Activities). The principal and the

teacher council also develop the potential of students and always direct students according to students' abilities and the principal and the teacher council always communicate well with students.

The teacher council also conducts assessments and evaluations of students, such assessments are daily assessments, mid-semester assessments (UTS) which are carried out every 3 months as well as semester I and II (UAS) assessments which are carried out every 6 months. Based on the above discussion, the principal of SMP Smaratungga Ampel in improving the pedagogic competence of teachers is to use an individual approach. The individual approach is an approach that serves individual differences and with the application of an individual approach allows maximum potential development, where the SMP Smaratungga Ampel teacher who initially did not prioritize learning according to his field of study made his field of study important, especially in similarities in the fields pursued.

At SMP Smaratungga Ampel there are several obstacles and factors that affect pedagogic competence including educational factors, teaching experience and discipline and the lack of understanding of teachers in making learning tools. However, the principal always strives so that these obstacles and factors can be overcome and the principal always strives for the teacher council to have an education that is in accordance with the field of teaching.

In addition to the factors and constraints that affect the pedagogic competence of teachers, there are also obstacles in the teaching and learning process, while the factors and obstacles are the lack of interest of students in certain learning and lack of understanding of students. However, the principal and the teacher council always try to overcome these obstacles by using interesting media and methods so that students are interested in carrying out learning.

Based on the discussion above, the principal's efforts to solve problems or obstacles that exist in SMP Smaratungga Ampel are by using a problem solving approach (Problem Solving). The problem solving approach is an approach used in a science with the intention of changing the actual situation to the desired one by paying attention to systematic procedures. Where the council of teachers and students of SMP Smaratungga Ampel who initially had obstacles and factors that affected competence and students who had obstacles in the learning process made all these obstacles and factors a form to continue to improve competence and made the teacher council of SMP Smaratungga Ampel think of ways so that students no longer have obstacles.

#### **IV. Conclusion**

Leadership principals in improving the pedagogic competence of teachers at SMP Smaratungga Ampel by using an individual approach. The efforts made include: a) providing direction, guiding and motivating; b) involve the teacher council to attend training and participate in the MGMP; c) evaluate by conducting supervision; d) provide understanding in teaching; e) holding a meeting with the teacher council; f) planning learning management; g) compiling learning tools, namely, among others, Curriculum, Prota (Annual Program), Prosem (Semester Program), and RPP (Learning Tool Plan); h) provide an understanding to the teacher council about the characteristics of students; i) mastering student learning theory and learning principles; j) developing curriculum and developing learning tools; k) developing the potential of students and always directing students; l) the principal and the teacher council always communicate well with students; m) teacher council conduct assessments and evaluations to students; n) mid-semester



assessment (UTS) which is conducted every 3 months as well as semester I and II (UAS) assessments which are conducted every 6 months; o) evaluate during the activity process and evaluate for one year the learning activity process.

Obstacles in improving the pedagogic competence of teachers at SMP Smaratungga Ampel by using a problem solving approach (Problem Solving) The efforts made include: a) The school principal strives for the teacher council to have an education that is in accordance with their field; b) the principal always sets a good example; c) teachers do their creativity as much as possible; d) teachers use appropriate learning media with learning; e) The teacher uses a method that is not monotonous so that students are interested in learning.

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