

Managerial Competence of School Principals in Improving Teacher Professionality At Sma Negeri 3 Palu

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ABSTRACT

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Efforts to produce quality schools are influenced by many factors, one of which is the managerial competence of school principals, and to find out the managerial competence of school principals can be seen from the efforts made by school principals, especially in improving teacher professionalism. So the sub-themes discussed in this article are how the principal's efforts in improving teacher professionalism, and what are the implications of the principal's efforts on improving teacher professionalism. This study uses qualitative methods, data collection techniques through observation, interviews, and documentation, data analysis techniques used are data reduction, data presentation, and drawing conclusions.

The results showed that the efforts made by the principal to improve teacher professionalism at SMA Negeri 3 Palu included holding technical guidance (BIMTEK) at the beginning of the new school year or at the beginning of the semester, participating in teacher work groups (KKG), and subject teacher deliberations (MGMP).) and carry out supervision in order to be able to evaluate the work of teachers and learning to be used as a reference in improving everything in the future. The principal's efforts can have positive implications for the ability and skills of teachers in learning, making teachers more disciplined through the supervision of the principal and passionate about working with encouragement and motivation from the principal.

1. Introduction

The principal as an administrator holds the key to improving the progress of the school. He must be able to lead and carry out his role so that all activities are controlled and directed in an effort to innovate and try new ideas and new practices in the form of more effective and efficient school management. The principal as an education administrator is fully responsible for the implementation of education and teaching in his school. Therefore, to be able to carry out their duties properly, the principal wants to understand, master and be able to carry out activities that are in accordance with his function as an educational administrator.

Education is the key to human resource development. Education will determine where this nation will face its future,

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whether it will become a great nation that is civilized, intelligent and ready to adapt to changing times, or immersed in various problems of its own. In this context, education staff, especially teachers, play such an important role in improving the quality of a school. and cannot be ignored, for this reason various policies for the development and improvement of teacher quality must always be carried out to improve the quality of teacher performance.

Efforts to produce quality schools are influenced by many factors, one of which is the managerial competence of the principal, which can be seen from the efforts made by the principal in improving school quality. The position of the principal in the administration of education in schools is the main central figure in school management. Human resources, finance, facilities and infrastructure and information will not be able to play an optimal role in achieving school goals without being properly managed by the school principal. The school principal has a very influential role in coordinating, mobilizing and harmonizing all the educational resources available in the school. Principal leadership is one of the factors that can encourage schools to be able to realize the school's vision, mission, goals and objectives through programs that are implemented in a planned and gradual manner. As Danim and Suparno stated that the school principal is responsible for maintaining and motivating teachers, students, and administrative staff so that they are willing and able to implement the rules and regulations that apply in schools. This is where the essence is that the principal must be able to carry out the role of the principal and his abilities in the field of school management (Ismail Ridwan; 2020).

Successful management of education is management of education that has good planning, good implementation of school programs, leadership of the principal, supervision or evaluation, so that each implementation of these activities has clear objectives, thus the principal can be more effective and efficient in managing the school. According to Muhaimin, management is basically a process of using resources effectively in order to achieve certain goals or objectives (Novianty Djafari; 2017). In an effort to realize educational goals, management is a very important factor. Therefore, in order for education to progress, it must be managed by professional education managers so as to create satisfactory student learning outcomes. The results showed that the weaknesses in student learning outcomes were not only caused by a lack of motivation from students, a lack of attention from the family environment and parental attention, as well as weaknesses in the teacher, but the most influencing factor was the leadership skills of the school principal.

The purpose of this study is to determine the managerial competence of school principals in improving teacher professionalism and the implications of school principals' managerial competencies for increasing teacher professionalism.

2. Literature Review

Case teachers must also have their own abilities, in order to achieve the expectations we aspire to in carrying out education in general and the teaching and learning process in particular. In order for the teacher to have the ability, he needs to develop himself well because the function of the teacher itself is to foster and develop students' abilities professionally in the teaching and learning process (Arif Jamali; 2013).

The meaning of competence when referring to SK Mendiknas No. 048/U 2002, stated as a set of intelligent actions that are full of responsibility that a person has as a condition for being considered capable by society in carrying out tasks in certain fields, in learning competency is a basic ability as well as important attitudes and values that students have after experiencing education and practice as a learning experience that is carried out continuously. This competency is individual, dynamic and develops in a sustainable manner in line with the level of student development (Akmal Hawawi; 2013).

Managerial is an adjective whose origin is management. Managers are people who carry out management activities. This understanding can be traced from the opinions of the following experts. According to Ernie Tisnawati Sule and Saeful Kurniawan, managers are individuals who are directly responsible for ensuring that activities within an organization are carried out with members of the organization. Managerial ability is an important thing in efforts to achieve organizational goals which are carried out by empowering various organizational resources through an influencing process. Thus the existence of effective (successful) leadership is one of the keys to organizational success in achieving its goals. According to Danim, one of the managerial prepositions for school principals or prospective school principals is that the minimum competency of a school principal is to have knowledge and skills in school

administration, human relations skills with staff, students and the community, and instructional technical skills (Atetp Yogaswara ; 2010).

Teacher professionalism is a condition, direction, value, purpose, and quality of an expertise and authority in the field of education and learning related to one's work which is a source of livelihood. Meanwhile, professional teachers are teachers who have the competencies required to carry out educational and learning tasks. In other words, it can be concluded that the definition of a professional teacher is a person who has special abilities and expertise in the field of teacher training, so that he is able to carry out his duties and functions as a teacher with maximum abilities. Professional teachers are people who are well-educated and well-trained, and have extensive experience in their field.

According to Law Number 14 of 2005 concerning Teachers and Lecturers, professionals are jobs or activities carried out by a person and a source of income or activities carried out by a person and a source of income for life that requires expertise, skills, or skills that meet certain quality standards or norms. and requires professional education (Sumardi; 2016).

In the world of education, the teacher is an educator, mentor, coach, and curriculum developer who can create conducive learning conditions and atmosphere, namely a fun, interesting learning atmosphere, gives a sense of security, gives space for students to think actively, creatively and innovatively in exploring and elaborate on his abilities. A professional teacher is a determining factor for a quality education process. To be able to become professional teachers, they must be able to find their identity and actualize themselves according to the abilities and principles of professional teachers. Commenting on the current low quality of education is an indication of the need for professional teachers. For this reason, teachers are expected not only to carry out their profession, but teachers must have a strong interest in carrying out their duties in accordance with the required rules of teacher professionalism.

Teachers in the current era of information and communication technology are not just teaching but must be learning managers. This implies, every teacher is expected to be able to create learning conditions that challenge students' creativity and activities, motivate students to use multimedia, multi-methods and multi-sources in order to achieve the expected learning objectives..

3. Methodology

The type of approach used by researchers in this study is a qualitative approach. The use of qualitative research is intended to understand the phenomena that occur in the field. The data collection techniques used were observation, interviews, and documentation studies.

Data analysis in qualitative research will take place simultaneously with the development of qualitative research, namely data collection and writing of findings. While the interviews are in progress, for example the researcher can analyze the results of the interviews collected earlier, write down memos that are ultimately included as a narrative in the final report, and structure the final report.

4. Results and Discussion

Based on the results of the research on Principal Managerial Competence in Improving Teacher Professionalism at SMA Negeri 3 Palu, it has been going well, when viewed from the responsible teamwork owned by the principal, deputy principal and teachers who are involved in improving teacher professionalism, they have well done, clear and directed.

The managerial competence of the school principal in improving teacher professionalism greatly influences all teachers who will carry out the learning process for students, as is the effort that has been made by the principal of SMA Negeri 3 Palu in increasing teacher professionalism at the school, namely by carrying out direct guidance from the principal while simultaneously providing work motivation for all teachers, holding technical guidance (BIMTEK) at the beginning of the new school year or at the beginning of the semester, groups teacher work (KKG), and subject teacher deliberations (MGMP).

Basically, implications are the consequences and consequences that arise with the implementation of certain policies or activities. The implications of the principal's efforts to increase teacher professionalism are very positive for teachers because they can add insight through BIMTEK, as well as other training that is usually carried out, and make teachers more disciplined through supervising the principal and giving enthusiasm for work through direction and guidance by the head. school.

5. Conclusion

After collecting, processing and analyzing data as a result of research from the discussion on Principal Managerial Competence in Improving Teacher Professionalism at SMA Negeri 3 Palu, it can be concluded that the managerial competency of school principals in improving teacher professionalism is that the principal uses efforts to control and supervise teacher professionalism so that the control of educational activities in schools is in line with the goals set. The implications of the principal's efforts to improve the professionalism of Islamic Religious Education teachers bring positive things to Islamic education teachers because they can add insight, skills, discipline and provide enthusiasm for work through direction and guidance from the principal.

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