



Principal Strategy in Developing Teacher Professional Competence to Improve Quality of Education

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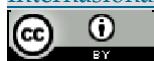
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ABSTRACT

This study aims to examine and describe in depth the professional development strategy of teachers at Santa Maria and Santa Angela Junior High School with a focus on the discussion of planning, implementation and evaluation of strategies and obstacles faced in developing professional competence of teachers. This study uses a qualitative descriptive approach. Data collection was carried out using interview, observation and documentation. Data analysis techniques used data reduction, data presentation and drawing conclusions. The results of the study indicate that: (1) The Professional Competence Development Strategy of teachers are divided into 3 stages: planning, implementation and supervision, and evaluation; (2) Obstacles faced in developing professional competence of teachers include: Implementation sometimes clashes with teacher activity schedules or with activities at school; The principal's feeling of discomfort in supervising senior teachers; Always using the same trainer with methods that are less interesting, boring and difficult to understand; Limited time for interviews with individual coaching by the Foundation; Lack of awareness and motivation to participate in training and coaching.

INTRODUCTION

Teachers are at the forefront of efforts to realize quality education. Teachers are a very important part in efforts to produce quality students, both academically, in terms of skills, emotional maturity, morals and spirituality. To create quality education, teachers are needed who have high qualifications, competence, and dedication in carrying out their professional duties.

The results of research by the Research in Improving System of Education (RISE) Indonesia research team in 2018 (Bima & Yusrina, 2018) showed that less than 10% of the 500 districts and cities in Indonesia that were identified had policy or program initiatives related to improving the quality of elementary and junior high school teachers. This finding shows that there are still few breakthroughs or initiatives made by district and city governments in improving teacher quality.

Seeing this reality, teacher quality development must also be carried out by various parties, especially schools, especially principals as leaders and main drivers in improving school quality. The behavior and decisions of principals who support their teachers to learn to become professionals can motivate teachers to reach that professional stage (Liu, Hallinger & Feng, 2016). Thus, the role and strategy of the principal greatly determine the development of the quality and professionalism of teachers in schools so that the quality of education in schools also increases. In this regard, teachers at SMP Santa Maria and SMP Santa Angela Banjarmasin often participate in learning training with the ministry, and continue their education in order to increase their knowledge and also be able to share the values obtained for students.

The gap between this study and previous studies lies in the variables used. In previous studies conducted by Solikhulhadi (2021), the study was conducted at public high schools. This study was conducted at a junior high school which was a private Catholic school. Maemunah and Hakim (2023) also conducted a similar study but it was also conducted at a public junior high school, different from this study which was conducted at two private schools. Furthermore, Nurlatifah (2024) conducted research at an Islamic school, different from this study which was conducted at a Catholic school. This study aims to examine and describe in depth the professional development strategies of teachers at Santa Maria Junior High School and Santa Angela Junior High School, the focus of the discussion is planning, implementing, evaluating strategies and obstacles to developing teacher professional competence.

LITERATURE REVIEW

Definition and Measurement of Teacher Professional Competence

Educator competence is the capacity of a instructor to carry out commitments dependably and appropriately (Usman, 2013:118). The competence had by instructors will appear the quality of instructors in instructing. Mulyasa (2009:25) states that instructor competence may be a combination of information, aptitudes, values, and demeanors that are reflected in activities reliably. Proficient competence is characterized as the capacity and specialist of instructors in carrying out their instructing calling. The proficient competence had requires each educator to ace their field of mastery

(Suprihatinigrum, 2016: 115). From the a few definitions over, it can be concluded that instructor proficient competence is the ability of instructors to carry out the whole learning prepare reliably and professionally

The Impact of Teacher Professional Competence

Suprihatinigrum (2016:77) states that the characteristics of professional teachers have effective discipline skills. Teacher professional competence influences changes in teacher behavior in carrying out their responsibilities in a disciplined manner. Professional competence also influences the improvement of teacher performance if it is developed optimally. Wahyudi (2012:104) stated that improving teacher performance will run optimally if accompanied by improving professional competence. Susanto (2016:119) also added that good teacher performance is a manifestation of well-developed professional competence.

The professional competence possessed by teachers encourages them to produce work or something that is useful for improving the quality of education, for example conducting classroom action research that they teach. This encourages teachers' efforts to develop work productivity, as stated by Susanto (2016:111) that one of the characteristics of teacher work productivity can be seen from the technical abilities and professional competence possessed by teachers. Through continuous improvement of professional competence, it will affect work efficiency, thereby helping to increase teacher work productivity. The goals and characteristics Professional Competency Development of Teachers

The purpose of professional competency development of teachers is to form personnel competencies so that they have attitudes, knowledge, and skills in accordance with the competencies required by the institution, both for the benefit of the institution and the interests of the personnel. Without teacher development, it is impossible for good performance from personnel to be formed, and it is also impossible for goals to be achieved effectively and efficiently.

Professional teachers who work to carry out the functions and goals of the school must have the competencies required so that teachers are able to carry out their duties as well as possible. In order for teachers to be considered professionally competent, teachers must meet the characteristics of professional teacher competencies including good development of responsibility, implementation of roles in achieving good national education goals, and good management of educational activities.

Strategy for Developing Professional Teacher Competencies

In arrange to execute proficient educator administration in schools, Mulyasa (2006) contends that the usage of instructive administration in Indonesia incorporates at slightest seven primary exercises, specifically instructive arranging, obtainment, coaching and advancement, advancement and exchange, expulsion, remuneration, and evaluation of instructive staff. To attain instructive objectives and carry out their obligations as instructors,

instructors must have competencies as teachers based on Law Number 14 of 2005 concerning Instructors and Teachers, to be specific academic competence, identity competence, proficient competence and social competence. Instruction and preparing are endeavors made to progress the quality or competence of an individual. Instruction and preparing are exceptionally imperative for progressing the polished skill and execution of instructors.

Therefore, it is important for the government, both from the local education office and the principal, to pay attention to education and training. To create education and training, there are several things that need to be considered in education and training, namely needs analysis, target determination, determination of program content, and program evaluation. To create professional teachers, an appropriate strategy is needed in developing teacher professionalism. One of the appropriate development strategies to improve teacher professionalism is by participating in education and training. To improve teacher professionalism, teachers must participate in ongoing education and training.

METHODOLOGY

This study uses a qualitative approach that is descriptive in nature. This study describes or presents data obtained from case studies at Santa Maria and Santa Angela Junior High School, Banjarmasin. Data collection techniques in this study were carried out by conducting interviews, observations, and documentation. The data used in this study can be grouped into two types, namely primary data in the form of interview results and observations from the principal, vice principal for Curriculum and teachers; and secondary data in the form of the history of the school's establishment, Vision, Mission and Objectives, Organizational Structure, Teacher, Staff and Student Data, and facilities and infrastructure.

RESEARCH RESULT AND DISCUSSION

Teacher Professional Development Strategy Planning

The findings of this study found that the planning of the professional competency development strategy for teachers at SMP Santa Maria and SMP Santa Angela Banjarmasin was carried out through a needs analysis based on the results of the school quality report to find out and identify the needs that are a priority for improvement, namely the professional competency of teachers that need to be improved to achieve the expected goals. This is in accordance with what was conveyed by Sanjaya (2013:23) who explained that planning starts from determining the goals to be achieved through a needs analysis and complete documents, then determining the steps that must be taken to achieve these goals. Planning based on needs analysis will determine the accuracy of the steps taken in setting goals.

Furthermore, these two schools have analyzed needs as a basis for development that has produced an effective strategy that is implemented through supervision programs, IHT, training and coaching by the Foundation in order to achieve the goals that have been set, namely improving the professional competency of teachers and the quality of education. The results of

this study are in line with those conveyed by Salusu (2014) who argues that strategy is the art of utilizing the capabilities of human resources in an institution or organization to achieve the desired goals in the most profitable terms by establishing effective relationships with the environment. The right strategy is important for success in an organization to achieve the goals that have been set. In this case, improving the quality of education in schools, a principal must have the right strategy according to the conditions and situations of the school.

In planning the strategy for developing professional competence of teachers in both schools, the principal has involved various parties, teachers, school committees, foundations in preparing this school program, supporting Suriansyah's research (2017) which states that to support the quality of a school with the involvement of teachers, staff, leadership, partnerships, systems and awards. After analyzing the needs through the school quality report, the two schools then set the goals to be achieved, namely improving the quality of education through the strategy for developing professional competence of teachers in the supervision program, IHT, training and coaching by the foundation.

The preparation of the work program is a detailed strategy and steps in realizing the goals to be achieved. The process of achieving the targeted goals is outlined in the work program. This was also conveyed by Amin (2016) who stated that the school work program is the direction and guideline for organizing education within a certain period of time. The program is a reference and guideline which is also a guideline for evaluating the implementation of the education.

Implementation of the Teacher Professional Development Strategy

The findings of the study indicate that the teacher professional development strategy in both schools has been implemented well and regularly in accordance with the agenda and plan that has been prepared. In implementing the teacher professional development strategy, of course, it cannot be separated from the role of the principal as a leader. Budiya (2021) and Maptuhah & Juhji (2021) in Sirojjudin et al. (2022) stated that the success of an educational institution depends on the leadership of the principal. The principal as a functional teacher who is given the task of leading a school, where the teaching and learning process is held or a place where interaction occurs between teachers who give lessons and students who receive lessons (Sirojjudin et al., 2022). In this case, the principals of these two sites are able to lead in determining the success of the implementation of the program that has been prepared. The implementation of the teacher professional development strategy in both schools can be described as follows.

Supervision

According to Ondi Saandi and Aris Suherman (2010:80) the process of providing assistance services to teachers to improve the teaching and learning process carried out by teachers and improve the quality of learning, is usually

carried out by the principal. The implementation of supervision in both schools is carried out by the respective principals according to the agenda and plans that have been prepared.

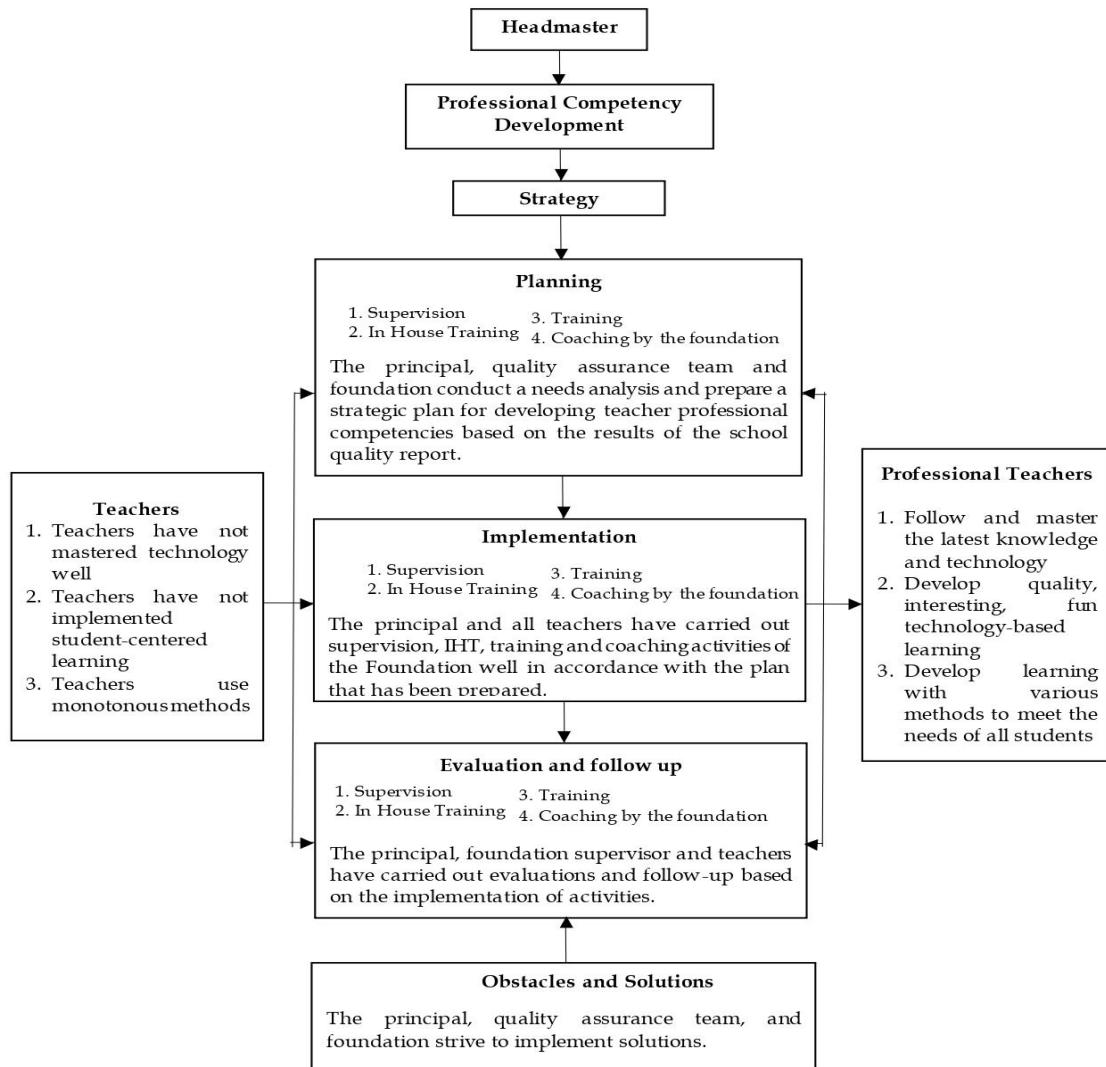


Figure 1. Cross-Site Research Findings

In-House Training (IHT)

In House Training (IHT) is training that is carried out internally in teacher work groups, schools or other places designated to hold training. According to Suryosubroto (2004:1) training is a process of teaching and learning activities that are carried out either in a certain room or in the field. In addition, teachers can collaborate with colleagues (Saud, 2014) to discuss various educational issues or problems including collaboration in various activities, one of which is through IHT. IHT activities in both schools were carried out by the principal and teachers appointed as resource persons for each school according to the agenda and plan that had been prepared.

Training

According to Mudlofir (2013) and Sudarwan Danim (2015:30-33) teacher professional development can be carried out in various ways, including tiered

training and special training, distance learning, seminars, workshops, and MGMP empowerment (Saondi & Suherman, 2015:80). The principals and teachers from both schools have implemented training programs according to the agenda and plan that has been prepared.

Coaching by the Foundation

Internal coaching by the school is one way to develop teacher professionalism (Mudlofir, 2013; Danim, 2015:30-33) which is carried out by the principal and teachers who have the authority to coach, through official meetings, rotation of teaching duties, giving additional internal tasks, discussions with colleagues and the like. Especially for these two schools, internal coaching is carried out by the Foundation (in this case, the Santa Maria Banjarmasin Foundation and the Anawim Foundation) which is attended by the principal and all teachers according to the agenda and plan that has been prepared.

Evaluation of Teacher Professional Development Strategy

Evaluation according to Kumano (2001) is an assessment of data collected through assessment activities. Program evaluation is a process that is very necessary to determine the achievements that have been obtained and efforts to improve and fix or overcome obstacles faced in implementing programs to improve the quality of education.

Evaluation is conducted in order to control the quality of education nationally as a form of accountability of education providers to interested parties. Teacher competence is one aspect of education that needs to be evaluated periodically in order to increase or improve the competence possessed by teachers to improve the quality of education. Nurlaila (2013) argues that professional teacher development needs to be carried out because professional teachers will later support the improvement of the quality of education. In other words, evaluation can be used as a means of testing in measuring the success of the program, controlling and ensuring the teacher competence development strategy plan so that teachers are able to improve their professional competence in order to improve the quality of education.

Based on its purpose, evaluation can be grouped into summative evaluation and formative evaluation. Formative evaluation is an effort to obtain feedback on program improvements, while summative evaluation is an effort to assess the benefits of the program and make decisions (Lehman, 1990). The evaluation activities that have been carried out will provide information in addition to knowing how the program is going, the obstacles faced and efforts to overcome obstacles, also to obtain input or feedback for improvement or continuation of the program in the future in order to achieve the expected goals, namely improving teacher professional competence and education quality.

This study also found that the evaluation of all teacher professional development activities through supervision programs, In-House Training (IHT), training and coaching by the foundation at SMP Santa Maria and SMP Santa Angela Banjarmasin had been carried out well.

CONCLUSIONS AND RECOMMENDATIONS

Based on the research findings, the following conclusions can be drawn: (1) Strategic Planning Planning is carried out by involving various school components including the foundation so that it will guarantee effective implementation. Planning is stated in the form of a plan or work program, so it will guarantee that implementation runs according to the predetermined plan; (2) Strategy Implementation The principal's ability and strategy in leading and improving human resources can determine the success of each program that has been prepared. Cooperation and communication as well as providing good motivation between the principal, the Foundation and teachers can support the smooth implementation of the strategic program that has been prepared; (3) Evaluation and Follow-up Evaluation is used as a means of testing in measuring the success of the program, controlling and ensuring the teacher competency development strategy plan. Evaluation and follow-up of the strategic program are used as a means to improve teacher professional competence so that the quality of education will increase in accordance with the increase in teacher professional competence; (4) Constraints Some of the constraints faced in developing teacher professional competence include: Inconsistency of the schedule that has been prepared, limited time to carry out activities, especially those involving the Foundation; Delivery of training and coaching by the Foundation which includes monotonous, uninteresting and boring resource persons and methods; and Lack of teacher motivation to develop their respective competencies.

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