

LEADERSHIP IN BUILDING TEACHER'S PROFESSIONAL COMPETENCE TO IMPROVE THE QUALITY OF LEARNING

WASKA WARTA

Postgraduate School of Nusantara Islamic University. Email: waskawarta@uninus.ac.id;

II WARTINI

Postgraduate School of Nusantara Islamic University. Email: iiwartini_s2adm_19@uninus.ac.id;

SITI KULTSUM MAHMUDAH

Postgraduate School of Nusantara Islamic University.
Email: sitikultsummahmudah_s2adm_19@uninus.ac.id

Abstract

Indications of the existence of teachers who have not, even not, have the competence as applicable regulations, are still felt by some educational units in us. Quite a lot of complaints that some teachers who are certified do not improve their quality, do not pay attention to professional aspects, do not develop learning models, let alone apply something new in the learning process in the classroom. Such teacher competence needs to be improved and enhanced to ensure the ongoing learning process that meets the minimum adequacy required to achieve quality education. Continuous efforts to improve teacher competence are a necessity in this regard, where institutionally schools must prepare specific and targeted programs, supported by the effective leadership of school principals in realizing them. This study aims to describe leadership in building the professional competence of teachers to improve the quality of learning. The theories and concepts that underlie this research are management, leadership, and learning theory. The results of the study indicate that the leadership of the principal is relatively decisive in the success of efforts to build teacher competence, through strategies and a series of programs that are managed with a managerial approach (application of planning, organizing, implementing, and controlling functions). Furthermore, teachers with adequate competence, especially in the professional aspect, become a strong basis for the implementation of good and quality learning that has the potential to fulfill the required learning outcomes. The research recommends principals to carry out their leadership roles effectively in building and improving teacher competencies through programs that are held continuously; meanwhile teachers need to be encouraged to be more active and take the initiative in developing themselves in an effort to improve professional competence oriented to the realization of the quality of learning and education in general.

Keywords: leadership, management, competence, professional, learning.

A. INTRODUCTION

Based on its functions and objectives, education can be understood as one of the sectors that carry a large mandate for the life of the nation, and of course this is a tough job. The implementation of education is required to meet the minimum adequacy that has been determined by the state through the National Education Standards (SNP) to achieve the required quality. The achievement of the quality of education in question is a necessity in an effort to build reliable Human Resources (HR) on formal channels, where one of the main keys for that is the implementation of a good and quality learning process. In this

regard, teachers or educators have a big and strategic role; they are at the forefront of implementing education, directly dealing with students or students to transfer knowledge and technology, as well as educating with positive values through guidance and example. Teachers who meet competency standards (pedagogic, personality, social, and professional) are absolute, as mandated by Law number 14 of 2005 concerning Teachers and Lecturers.

Serious problems arise when it is suspected that until now there are still quite a number of teachers who do not have the professional competence as expected. Some of them also do not do research and write scientific papers, and do not self-reflection related to learning outcomes, and do not develop learning technology skills. In addition, simple cases that don't need to happen often appear, such as low discipline, teachers teaching without bringing material, lack of intense communication between teachers and school leaders which results in low openness and harmony. Teacher certification which in fact was initiated for the development of their quality and competence, in addition to improving the level and welfare, on the one hand has not shown significant success, in the sense that there is still no difference between those who already have a certificate and those who do not.

Considering that the demands for the quality of learning are absolute (fulfilled and non-negotiable) for the continuity and success of education, while teachers are the holders of an important role in it, various efforts to improve teacher competence should be taken seriously. Institutionally, schools that oversee the existence of teachers must design strategic programs and provide full support for technical and non-technical related organizational resources, supported by intensive efforts to create a conducive climate. The special thing that is very important for this purpose is to optimize the leadership role of the principal to participate in realizing the professional competence of teachers based on this so that the quality of learning in schools can be improved. In this context, this research was conducted to obtain an overview of the extent to which leadership contributes to the development of teacher competence in order to improve the quality of learning.

B. METHOD

This study uses a qualitative approach that is commonly used to examine the condition of natural objects where the researcher is the key instrument, the data collection technique is carried out by triangulation, the data analysis is inductive/qualitative, and the results of qualitative research emphasize meaning rather than generalizations (Sugiyono, 2019: 13).); and is descriptive considering that the data collected is in the form of words instead of numbers and is more concerned with the process than the results, with in-depth data processing (Moleong, 2011: 157). The method applied is a case study with the main orientation in order to obtain a complete and integrated understanding of the interrelation of various facts and dimensions of the special case studied (Poerwandri, 2009); and conducting an in-depth study of programs, events, processes and activities, where

researchers collect detailed data using various data collection procedures and in a continuous time (Sugiyono, 2019: 17).

The study was conducted in two types of units, namely elementary schools (SD) and secondary schools, namely Madrasah Tsanawiyah (MTs) in the Bandung area. For elementary level, it is SDN Callingan 01 and SD Islam Rakhmatullah, while for junior high school are MTs Nur Rohmah and MTs Al-Inayah. This research intentionally involves two types of educational units to get a complete picture of basic education, and these schools show a fairly good or outstanding performance regarding the topic of this research.

Sources of data are school leaders (principals and vice principals), teachers and students who were selected purposively and can be categorized as key informants. Data were collected through interviews and observations, supported by documentation studies; While qualitative data analysis techniques are carried out by collecting, selecting, and converting data into information.

The key questions in this study, the first is the extent to which the principal fulfills the demands of his role and function, on the leadership aspect what he does in building the professional competence of teachers in terms of management. Second, the extent to which teachers can meet the demands of the competencies that they must have, and what they do managerially regarding their professional competencies in improving the quality of learning.

C. RESULT AND DISCUSSION

1. Result

- a. In general, principals are well aware of the demands of the roles that they must fulfill as educators, managers, administrators, supervisors, leaders, and as innovators. The seven aspects of the role which at the same time describe the main functions and tasks have basically been optimally sought to be fulfilled. In this case the principal can show a relatively good performance, at least meeting the expectations of the school where they are sheltered or served.
- b. The performance of principals as leaders is shown by their skills in providing guidance and supervision, increasing the willingness and ability of teachers (educators) and all educational staff, opening two-way communication and delegating tasks with their subordinates. The principal also develops his leadership in an effort to build and improve teacher competence.
- c. Leadership in building teacher competence is demonstrated by the implementation of specific programs as needed and overall managed by implementing management functions, as follows:
 - 1) Planning is carried out with the stages of preparing a good program, starting with determining the needs, objectives, and targets and criteria that are clear and agreed upon by the teacher and the parties involved.

- 2) Organizing is carried out based on stages consisting of personal determination and preparation of the organizational structure and work patterns have been carried out, and formalized in a decree (SK) and involves the principal, deputy principal and the appointment of an executive chairman.
 - 3) The action or implementation is carried out by creating a conducive work environment in schools for teacher development education and training, stimulating teachers to do their best work, so as to produce high-quality graduates and increase appreciation for teachers.
 - 4) Program evaluation is carried out at the beginning, middle and end of the activity, which is overall oriented towards improving what is wrong or not suitable, improving what is inadequate, and following up on aspects of improving competencies that are already good or according to plan.
- d. In general, teachers have been trying optimally in carrying out the functions, roles and main tasks of their profession, those who educate, teach, guide, direct, train, assess, and evaluate students or students in schools. In addition, they are well aware of the necessity to have four main competencies, namely teaching (pedagogic), personality, social, and professional competence.
 - e. Professional competence is demonstrated by the teacher with adequacy in mastering learning materials including lesson structure, lesson concepts and scientific mindset; mastering competency standards (SK), basic competencies (KD), and learning objectives; and able to develop subject matter creatively, and utilize information and communication technology (ICT) in the learning process and self-development.
 - f. Teachers with their professional competencies strive to improve the quality of learning with a managerial approach, as follows:
 - 1) Develop a plan that includes the preparation of annual programs, semester programs, syllabus, lesson plans (RPP), question banks and teaching materials, participate in education and training, workshops, and be active in Subject Teacher Consultations (MGMP).
 - 2) Organize yourself by arranging the resources needed to be able to carry out properly their duties and responsibilities in learning at school.
 - 3) Realizing learning plans or running learning programs according to the syllabus and all aspects that have been planned.
 - 4) Carry out control or self-control in the form of monitoring and evaluation of the program it is running, including collecting all input or information on the results of the evaluation conducted by the principal or school supervisor on the program in question.

2. DISCUSSION

Quality education is born because of the quality of learning shown by the education unit, while the quality of learning itself is caused by the involvement of teachers who have professional competence, and this cannot be separated from the role of the principal. The implementation of education at various levels is basically inseparable from the role of the principal as an educator, manager, administrator, supervisor, leader, and as an innovator or known as the EMASLIM (Mulyasa, 2009: 99-122; Arifin, 2008). The principal's leadership is one of the determinants in building teacher competence; as leaders they are responsible for all school management activities, involving competent teachers in their fields to carry out the assigned tasks (Wahyusumidjo, 2002:81; Yuliana, et al, 2014:1; Danim, 2002:124), of course, including improving competence professional teachers (Saptori, 2022:1). It is important to always remember that good and quality education is the basis for the development and progress of a living system, therefore education managers must not only respond to various government policies and the wishes of the community in order to improve quality with creativity, high innovation, also develop good strategies in the context of the system (Zazin, 2011:5).

Based on their competencies, teachers display performance in line with the demands of improving the quality of learning, these are the ones who can then be categorized as qualified teachers who have complete pedagogic, personality, social and professional competencies. Increasing the quality of learning can only occur because of the professional competence of teachers who carry out work in accordance with the demands of the profession, develop abilities and attitudes in accordance with the demands of their profession. A professional carries out his activities based on competence, not amateurs, and continuously improves the quality of his work consciously (Kunandar (2007: 52).

Both leadership in building teacher competence and teacher professionalism in improving the quality of learning, a real effort to make it happen is to apply practical management concepts and principles (Aedi, 2016: 46; Wahjosumidjo, 2002: 96). In this case, the management function initiated by George R. Terry (Sukarna, 2011:10; Hasibuan, 2009:38; Winardi, 2012), namely planning, organizing, implementing, and controlling or controlling. Referring to the research results, the analysis can be described as follows:

- a. Planning as an initial process is carried out by setting goals, achievement programs, required resources and targets to be achieved. This means that there has been a match between the practices carried out with the concept of management. Planning is the determination of the initial steps that allow the organization to be able to achieve a goal, it also concerns the efforts made to anticipate trends in the future and the determination of a strategy. A similar statement planning is the process of determining organizational goals and then presenting (articulated) clearly the strategies (programs), tactics (project implementation procedures) and operations (actions) needed to achieve the goals.

- b. From the various theories and management concepts that have been recognized, it can be summarized in understanding that organizing is the whole process of identifying the work to be done, grouping jobs, all tasks, responsibilities, authorities and components in the collaborative process so as to create a good work system in order to achieve goals. which has been set. The organization is carried out based on the objectives and work programs as in the planning.
- c. The implementation, which focuses on the realization or real operation of all organizational resources to achieve goals, is well realized by principals and teachers regarding efforts to build teacher competence and professionalism to improve the quality of learning. Various views of management experts lead to one statement that implementation is an effort to move group members in such a way that they desire and strive to achieve organizational/institutional goals, including their aligned or relevant individual goals or objectives (Winardi, 2012).
- d. Control is carried out by monitoring and evaluation, which are fully oriented to gathering information about the work of something which is then used to determine the right alternative in making decisions. The main function of evaluation in this case is to provide useful information for the decision maker to determine the policy to be taken based on the evaluation that has been done.

D. CONCLUSION

1. General

Principal leadership that is carried out effectively allows the building of professional competence of teachers which is the basis or one of the main capitals in improving the quality of learning.

2. Specific

- a. Leadership in building teacher professional competence can be said to be effective if it is realized by planning programs according to clear needs, goals, targets and criteria and agreed upon by the teacher and the parties involved; organization that is carried out by managing resources and work patterns; implementation of teacher competency development programs supported by a conducive work environment; and control carried out by monitoring and evaluation at the beginning, middle and end of program activities.
- b. The professional competence of teachers has strong potential to improve the quality of learning if it is realized by learning planning which includes the preparation of annual programs, semesters, syllabus, lesson plans (RPP), and being active in the Subject Teacher Consultation (MGMP); organizing learning resources appropriately according to their duties and responsibilities; carry out learning in all its aspects according to the plan; control in the form of monitoring and evaluation of the entire process and learning outcomes that are carried out.

References

- Aedi Nur. 2016. Manajemen Pendidik & Tenaga Pendidikan. Yogyakarta: Gosyen Publishing
- Arifin, Daeng. (2010). Manajemen Pembelajaran Efektif. Bandung: Pustaka Al-Kasyaf.
- Danim, Sudarwan. (2002). Inovasi pendidikan. Bandung: CV Pustaka Setia.
- Dewi Susanti, Moh. Rois, Fartika Ifriqia (2017). Kepemimpinan Kepala Sekolah dalam Meningkatkan Kompetensi Guru. *Edudeena: Journal of Islamic Religious Education* Vol 1, No 2 (2017) Publisher: IAIN Kediri. Hasibuan, Melayu S.P. (2009). Manajemen: Dasar, Pengertian, dan Masalah Edisi Revisi. Jakarta: Bumi Aksara
- Kunandar. (2007). Guru Profesional: Implementasi Kurikulum Tingkat Satuan Pendidikan (KTSP) dan Sukses dalam Sertifikasi Guru. Jakarta: Raja Grafindo.
- Moleong, Lexy. (2011). Metodologi Penelitian Kualitatif. Bandung: PT Remaja Rosdakarya.
- Mulyasa, E. (2009). Menjadi Kepala Sekolah Profesional. Bandung: Remaja Rosdakarya.
- Saptori, Muhamad Yoman. (2022). Strategi Kepemimpinan Kepala Sekolah Dalam Meningkatkan Profesionalisme Guru (Studi di SMA N 2 Banjarsari dan SMPN 3 Banjarsari). Magister thesis, UIN SMH BANTEN.
- Sugiyono. (2019). Metode Penelitian Kuantitatif, Kualitatif, dan R&D. Bandung: Alfabeta.
- Sukarna. (2011). Dasar-Dasar Manajemen. Bandung: Mandar Maju.
- Terry, George R. Terry. (2012). Asas-Asas Manajemen (alih Bahasa: Winardi). Bandung: Alfabeta.
- Wahyosumidjo (2002). Kepemimpinan Kepala Sekolah, Jakarta: Grafindo Persada.
- Yuliana, dkk. (2014). Kepemimpinan Kepala Sekolah dalam Meningkatkan Profesionalisme Guru di SMA Negeri 1 Mempawah Hilir. *Jurnal Pendidikan dan Pembelajaran Khatulistiwa* Vol 3, No 4 (2014). <https://jurnal.untan.ac.id/index.php/jpdpb/article/view/5192>
- Zazin, Nur. (2011) Gerakan Menata Mutu Pendidikan. Yogyakarta: Ar-Ruzz Media.