



The Improvement of Teachers' Professional Competency in Learning through Principal's Management in SMP Negeri 3 Terentang

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Keywords:

Teacher Professional,
Competency in Learning,
Principal Management

ABSTRACT

Principal management greatly affects the professional competence of teachers. In this case, the management of the principal is an effort that is based on moving, directing, and maintaining a person's behavior so that he is motivated to act to do something to achieve certain results or goals. In the concept of management related to organizational life, the management ability of the principal is very important in moving teachers to be more professional, because the principal has a broad influence in the world of education. The purpose of this school action research is to determine the extent to which principal coaching through principal management can improve professional competence. The instrument used in this study was observation. Data were analyzed using descriptive percentages. In this school action research was carried out in 2 cycles, from the results of the actions taken it was proven to increase the professional competence of teachers in learning, namely from 62.81% in cycle 1 to 80.76% in cycle 2. In other words, principal management carried out by researchers as school principals can improve teacher professional competence in learning.

INTRODUCTION

Education management is very important for running the education system in Indonesia. Because without management in educational institutions it will be very difficult for these agencies to develop. Education management that is implemented properly will produce a visionary education which means that education has a clear vision so that it can produce quality output.

In education management requires good and quality human resources, therefore the implementation of education management in schools is managed directly by the principal. According to Wahjosumidjo in Nur (2016: 34), the principal is a functional teacher who is assigned the task of leading a school, a place where the teaching and learning process is held or where the interaction occurs between teachers who give lessons and students receiving lessons. Whereas in Government Regulation Number 28 of 1990 concerning Basic Education Article 12 paragraph (1) which reads; "The principal is responsible for the implementation of educational activities, school administration, coaching other educational personnel and the utilization and maintenance of facilities and infrastructure".

Based on this explanation, the principal is very influential in creating a quality school. Nur (2016: 1) argued that a superior school is a school that shows a high level of effectiveness in the sense that the school can achieve its vision, mission, and goals which are manifested ineffective school activities with a high support capacity of all school components. This support capacity is shown in the work performance of school principals who can manage human resources as well as the work performance of all teaching staff and education personnel who work professionally.

The principal has a strategic position in coordinating joint efforts to achieve educational goals in the school being led. However, the principal is not the only one who is responsible for achieving these goals because there are still many factors needed to fulfill these responsibilities, such as teachers, education staff, students, and the environment in the learning process.

The leadership of the principal should be able to describe the influence in creating a work climate and a conducive and harmonious relationship between the surrounding human resources. Therefore the ability, expertise, leadership skills are very important for a principal to have to create effective education management to achieve educational goals.

Achieving these educational goals does not only require the principal's skill in managing human resources in his school but also requires the role of educators, namely teachers who can interact directly with students. Good teacher competence will determine the quality of learning that is created and become a benchmark for the level of professional competence in education.

Based on Law Number 14 of 2005 article 1 on Teachers and Lecturers, it is stated that teachers are professional educators who have the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students in the formal education pathway, at the level of basic education and education. medium. Therefore, the teacher's role is reflected in carrying out their daily duties and responsibilities both at school by presenting a teacher who masters various methods, strategies in carrying out their daily tasks in dealing with various attitudes and behaviors of students who have various characteristics.

The professionalism of teachers in planning, implementing, and carrying out learning activities in schools has an important role in producing students who have good quality and proud achievements. As expressed by Masaaki (2012: 89) said that a good teacher must have the ability to plan, implement, and evaluate as well as reflect on learning to realize quality learning. To realize quality learning, learning orientation must shift from teacher-centered learning to student-centered learning. Teachers must be able to design learning models according to the problems faced by students and students' abilities to achieve maximum results. The teacher's role must change from an informant to become a facilitator, mediator, instructor who directs students to experience the learning process themselves to find answers to problems learned in class.

To further expand knowledge and not get trapped in conventional learning, teachers are required to create a meaningful and enjoyable learning atmosphere to produce active and creative students. According to Arifin (2013: 66), teachers must: (1) have the qualifications and competence at least as a teacher; (2) understanding the level of student development; (3) attend training on curriculum implementation and learning according to each level and field; (4) each semester teachers are required to apply a student-centered learning model.

Principal management greatly affects the professional competence of teachers. In this case, the management of the principal is an effort that is based on moving, directing, and maintaining a person's behavior so that he is motivated to act to do something to achieve certain results or goals. In the concept of management related to organizational life, the management ability of the principal is very important in moving teachers to be more professional, because the principal has a broad influence in

the world of education. In schools, teachers are executors of education administration, which are responsible for education to take place well. Teachers are required to have academic qualifications, competencies, teacher certificates, be physically and mentally healthy, and can realize the goals of national education. The awareness of competence also demands a heavy responsibility for the teachers themselves. They must be brave in facing challenges in their duties and their environment, which will affect their personal development. This means that they must also have the courage to change and perfect themselves according to the demands of the times.

Seeing the importance of teacher professional competence in the learning process, the researchers conducted observations at SMP Negeri 3 Terentang to see how the professional competence of teachers in carrying out their duties. Based on the observations made, the researcher found the facts that: (1) some teachers did not prepare the lesson well, this was proven by the absence of learning tools such as lesson plans and worksheets which refer to student-centered learning; (2) when carrying out the learning process in class, the teacher is less able to manage student activities and ineffective time management so that students do not fully understand the material being studied; (3) less teacher discipline, seen from some teachers who came late and left early; (4) many students who do not pay attention to the teacher being engrossed in doing their activities or talking with classmates, it is also found that many students come and go without clear reasons.

Following up on the problems that occurred in the field, as school principals, researchers tried to conduct school action research with the title "Increasing Teacher Professional Competence through Principal Management at SMP Negeri 3 Terentang". The purpose of this school action research is to determine the extent to which principal coaching through principal management can improve professional competence.

LITERATURE REVIEW

Teacher professional competence is one of the competencies that must be possessed by every teacher at the education level. In the Law of the Republic of Indonesia, Number 14 of 2005 concerning teachers and lecturers, the competencies that need to be possessed by teachers include pedagogical competence, personality competence, social competence, and professional competence obtained through professional education. According to Uno (2007: 34), teacher professional competence is a set of abilities that must be possessed by a teacher so that he can carry out teaching tasks successfully. Meanwhile, according to Tilaar, the professional competencies that every teacher needs include: the ability to develop the personal personality of students, especially their intellectual abilities, and to bring students to become members of a united Indonesian society based on Pancasila.

Based on the above opinion, it gives us a clue that a professional teacher master the philosophy of national education, broad knowledge, especially learning materials to be given to students, can compile learning programs and implement them. Besides, professional teachers can conduct assessments in the learning process, guide students to achieve the objectives of the learning program, as well as administrators, and communicators.

Professional teachers are teachers who can manage themselves in carrying out daily tasks. Competent teachers will be better able to create an effective learning environment and be able to carry out tasks optimally for the sake of achieving student learning outcomes in particular and achieving professional educational competencies in general.

A teacher has a more comprehensive obligation in carrying out professionalism as emphasized in the 2005 Teacher and Lecturer Law, namely; (1) planning learning, implementing a learning process with professional competence, and assessing and evaluating learning outcomes, (2) improving and developing academic qualifications and competencies on an ongoing basis in line with developments in technology and art-science, (3) acting objectively and not discriminating against basic

considerations of gender, religion, ethnicity, race, and certain physical conditions, or family background, and the economic status of students in learning, (4) upholding laws and regulations, laws, and teacher codes of ethics, as well as values religion and ethics, and (5) maintaining and cultivating national unity and integrity.

Sardiman in Uno (2007: 56) stated that teachers are required to have ten basic abilities, namely: (1) Mastering materials, (2) managing learning programs, (3) managing classes, (4) mastering media or learning resources, (5) mastering the educational foundation, (6) managing teaching and learning interactions, (7) assessing student achievement, (8) recognizing the functions and programs of guidance and counseling, (9) recognizing and organizing school administration, and (10) understanding the principles and interpreting research results for educational and teaching purposes.

From the above opinions, it can be concluded that the components of teacher professional competence are: (1) mastery of teaching material, (2) ability to manage learning, (3) knowledge of evaluation. These three competency groups are the result of a teacher's cognitive work. Sarwono defines cognition, which is part of the human soul that processes information, knowledge, experience, encouragement, feelings, and so on both from outside and from within oneself to form conclusions that produce behavior. From this understanding teachers who do not have a cognitive realm will have difficulty understanding and believing in the benefits of science and capturing the moral messages contained in every science.

Thus, the professional competence of teachers is the ability possessed by the teacher which is the result of cognitive work to carry out tasks so that students obtain optimal learning outcomes, to create quality education or professional competence. These abilities include (1) mastery of subject matter, (2) ability to manage to learn, and (3) knowledge of evaluation.

According to Sanjaya (2008: 77), professional competence is competence or ability related to the completion of teacher tasks. This competency is important because it is directly related to the performance displayed. Therefore, the professional level of a teacher can be seen from this competency. Some of the abilities related to this competency include: (a) The ability to master the educational foundation. (b) Understanding the field of educational psychology. (c) The ability to master the subject matter according to the field of study being taught. (d) Ability to apply various learning methodologies and strategies. (e) Ability to design and utilize various media and learning resources. (f) Ability to carry out learning evaluations. (g) Ability in compiling learning programs. (h) Ability to implement supporting elements. (i) Ability to carry out research and scientific thinking to improve performance.

Based on the description above, it can be concluded that the professional competence of teachers is the special abilities and expertise in the field of teacher training so that they can carry out their duties and functions as a teacher with the maximum ability so that teachers can guide students to meet the competency standards set out in the National Education Standards. In addition to having to have the requirements for professional competence mentioned above, a teacher must also have requirements, namely "an adequate level of education, have sufficient teaching experience or working period, have the expertise and are knowledgeable, have skills, have a positive attitude in to face their duties, this is intended so that the educational goals that have been set are achieved effectively and efficiently".

With these requirements as a teacher, it is hoped that the implementation of good duties can be created in achieving the goals of education in schools. As stated by Ngalim Purwanto that the requirements for competence as a teacher "have a diploma by the regulations set by the government, have sufficient work experience, have a good personality, have the expertise and are knowledgeable, have good ideas and initiatives for progress and school development".

Furthermore, the definition of management is derived from Latin, namely, the words *manus* and *agree*, which means to do the words combined into the verb *management*, which means to handle. The manager is translated into English in the form of the verb *to manage*, with the noun *management*, and *manager* for people who do management. Finally, management is translated in Indonesian into *management* or *management* (Usman, 2006: 3).

Hasibuan (1990: 3) defined management as the science and art that regulates the process of utilizing human resources and other sources effectively and efficiently to achieve certain goals. Meanwhile, according to Terry quoted by Hasibuan (2006: 21), management is a process consisting of planning, organizing, mobilizing, and controlling actions, which are carried out to determine and achieve predetermined goals through the use of human resources and other resources.

Definition of management according to Hasibuan (1990: 4) that management is a series of scientific and artistic activities to regulate the process of utilizing human resources and other resources effectively and efficiently for a specific purpose. This definition not only confirms what has been stated previously about the achievement of work results through other people but describes the existence of a measure or standard that describes the level of success of a manager, namely effective, efficient and the management process will occur when someone involves other people to achieve organizational goals.

Scanlan and Key quoted by Danim (2009: 56) explained that management is the process of coordinating and integrating all resources, whether human, facilities or other technical resources to achieve the various specific objectives set. Robbins and Coulter quoted by Wibowo (2014: 23) stated that management is the process of making activities completed efficiently and effectively through other people.

Principal management is a step taken by a superior which includes the process of planning, organizing, directing, and supervising the efforts of organizational members and the use of other organizational resources to achieve predetermined organizational goals. The process to achieve organizational goals by carrying out the activities of the four main functions put forward by Terry and Rue (1988: 123).

These management functions interact with each other and are intertwined with one another, resulting in what is called a management process. Thus, the management process is a process of interaction between various management functions.

In the perspective of schooling, so that the goals of education in schools can be achieved effectively and efficiently, the education management process has a very vital role. Because after all the school is a system which involves various components and several activities that need to be managed properly and orderly. Schools without the support of a good management process may only fail the organization, which in turn, educational goals will never be properly achieved.

Thus, every educational activity in schools must have clear and realistic planning, effective and efficient organization, mobilization and motivation of all school personnel to always be able to improve the quality of their performance, and continuous supervision. This can only be done if the managerial process can be carried out properly by all school members.

The next management function is organizing. Terry and Rue (1988: 126) argued that "Organizing is the act of cultivating effective behavioral relationships between people so that they can work together efficiently, and obtain personal satisfaction in carrying out certain tasks, in certain environmental conditions to achieve certain goals or objectives".

Dale (1997: 25) suggested three steps in the organizing process, namely; (a) a breakdown of all work that must be performed to achieve the goals of the organization; (b) division of the total workload into

activities that can be logically carried out by one person; and (c) the establishment and development of a mechanism to coordinate the work of the members into an integrated and harmonious whole.

From some of the opinions above, it can be concluded that organizing is an attempt to complement the plans that have been made with the organizational structure of the executing organization. The important thing to note in organizing is that each activity must be clear about who does it when it is done, and what is the target.

METHOD

The subjects in this study were teachers of SMP Negeri 3 Terentang, Kubu Raya Regency, which is the place where the researcher is in charge of being the principal of the school. The data for SMP Negeri 3 Terentang teachers for the 2019-2020 academic year. This type of research is school action research through the application of the management of the Principal. The number of teachers who were the object of this study was 6 teachers. The activity is carried out in the odd semester of the 2019-2020 school year. The research is carried out from 9 September to 14 November 2019. The instrument used in this study was observation. In implementing the action, the design is carried out in 2 cycles which include; (a) planning, (2) action, (3) observation, (4) reflection. School Action Research Design (PTS) according to Kemmis and Mc. Taggar (1998: 123). Data were analyzed using descriptive percentages.

RESULTS AND DISCUSSION

Results

Cycle 1

At this planning stage, the researcher prepares a coaching tool consisting of a coaching plan, instruments, and other supporting coaching tools. Besides, observation sheets were also prepared to increase the professional competence of teachers in the teaching and learning process through coaching the management of school principals.

The implementation of coaching activities for cycle 1 was carried out from 9 to 16 September 2019 at SMP Negeri 3 Terentang in the 2019-2020 school year. In this case, the researcher acts as the principal of the school. The coaching process refers to the coaching plan that has been prepared.

Observation is carried out simultaneously with the implementation of learning. Teacher professional competency assessment instruments are observations and interviews to know the level of teacher understanding in improving teacher professional competence in the teaching and learning process by what has been done. The data from the research results in cycle 1 are shown in Table 1.

Table 1
Recapitulation of Principal Coaching Values through Principal Management in Cycle 1

No	Competence	Indicator	Teacher Total	Works Score ≥ 75	(%) Success
1.	Mastering material, structure, concepts, and scientific mindsets that support the subjects being taught.	a. Mapping the competency standards and basic competencies for the subjects they serve, identifying learning materials that are considered difficult, planning and executing lessons, and estimating the allocation of time needed	6	3	50

No	Competence	Indicator	Teacher Total	Works Score ≥ 75	(%) Success
		b. Include accurate and up-to-date information in planning and implementing learning	6	4	66.66
		c. Develop planning and implementation of learning materials that contain appropriate, up-to-date information that helps students understand the concept of learning material.	6	4	66.66
2.	Mastering competency standards and basic competencies of the subjects being handled.	a. Understand the competency standards of the subjects being handled.	6	4	66.66
		b. Understand the basic competencies of the subjects being taught.	6	4	66.66
		c. Understand the learning objectives being taught.	6	6	100
3.	Developing creative learning materials.	a. Choose learning materials that are taught according to the level of development of students.	6	5	83.33
		b. Process subject matter creatively according to the level of development of students.	6	3	50
4.	Develop professionalism on an ongoing basis by taking reflective action.	a. Reflect on one's performance continuously. Utilizing the results of reflection to improve professionalism.	6	4	66.66
		b. Conduct classroom action research for professional improvement.	6	2	33.33
		c. Keep up with the times by learning from various sources.	6	4	66.66
5.	Utilizing information and communication technology to develop themselves.	a. Utilizing information and communication technology in communicating.	6	3	50
		b. Utilizing information and communication technology for self-development.	6	3	50
Success					62.81

From Table 1, it can be explained that with the guidance carried out by the principal through the management of the principal, the average success score for the professional competence of teachers is 62.81%.

Cycle 2

At this stage, the researcher prepares a coaching tool consisting of a second coaching plan, assessment instruments, and other supporting coaching tools. The implementation of school principal management coaching activities for cycle 2 was carried out from 07 to 14 October 2019 at SMP Negeri 3 Terentang, Kubu Raya Regency, the 2019-2020 school year. In this case, the researcher acts as the

principal of the school. The coaching process refers to the coaching plan by paying attention to the revisions in cycle 1, so that errors or deficiencies in cycle 1 do not repeat themselves in cycle 2. The research data in cycle 2 are shown in Table 2.

Table 2
 Recapitulation of Principal Coaching Values through Principal Management in Cycle 2

No	Competence	Indicator	Teacher Total	Works Score ≥ 75	(%) Success
1.	Mastering material, structure, concepts, and scientific mindsets that support the subjects being taught.	a) Mapping the competency standards and basic competencies for the subjects they serve, identifying learning materials that are considered difficult, planning and executing lessons, and estimating the allocation of time needed	6	5	83.33
		b) Include accurate and up-to-date information in planning and implementing learning	6	5	83.33
		c) Develop planning and implementation of learning materials that contain appropriate, up-to-date information that helps students understand the concept of learning material.	6	5	83.33
2.	Mastering competency standards and basic competencies of the subjects being handled.	a) Understand the competency standards of the subjects being handled.	6	5	83.33
		b) Understand the basic competencies of the subjects being taught.	6	5	83.33
		c) Understand the learning objectives being taught.	6	6	100
3.	Developing creative learning materials.	a) Choose learning materials that are taught according to the level of development of students.	6	6	100
		b) Process subject matter creatively according to the level of development of students.	6	5	83.33
4.	Develop professionalism on an ongoing basis by taking reflective action.	a) Reflect on one's performance continuously. Utilizing the results of reflection to improve professionalism.	6	5	83.33
		b) Conduct classroom action research for professional improvement.	6	3	50
		c) Keep up with the times by learning from various sources.	6	5	83.33

No	Competence	Indicator	Teacher Total	Works Score ≥ 75	(%) Success
5.	Utilizing information and communication technology to develop themselves.	a) Utilizing information and communication technology in communicating.	6	4	66.66
		b) Utilizing information and communication technology for self-development.	6	4	66.66
Success					80.76

From Table 2, it is obtained that the average value of increasing the professional competence of teachers is 80.76%. These results indicate that in cycle 2, the professional competence of teachers in the teaching and learning process has increased better than in cycle 1.

At this stage, it will review what has been done well and what is still not good in the coaching process through the management of the school principal. In cycle 2 the principal has carried out coaching well and seen from the increase in teacher professional competence, the implementation of coaching has gone well. So there is no need for too many revisions, but what needs to be considered for further action is to maximize and maintain what already exists with the aim that the implementation of further coaching both through principal management and other actions can increase the achievement of teacher professional competence so that the purpose of coaching is an effort to improve educational professional competence can be achieved.

Discussion

Through the results of this study, it shows that coaching through the management of the principal has a positive impact in increasing the professional competence of teachers in the learning process, this can be seen from the increasingly stable understanding of teachers towards the guidance delivered by the principal. The professional competence of teachers from 62.81% in cycle 1 increased to 80.76% in cycle 2.

Based on the results of interviews with teachers related to principal management in increasing the professional competence of teachers in the learning process, it was found that through principal management coaching, the results were very good. The relationship between the principal and the teachers at SMP Negeri 3 Terentang is also well-established because the principal can carry out his function as a manager. According to information from some teachers related to the technique of implementing principal management towards improving teacher professional competence, it is quite good, because the principal can provide solutions to the obstacles or problems faced by the teacher. Apart from the application of principal management, the efforts made by the principal are to provide supervision, so that the role of the principal as a manager in the school has been quite successful.

From the data analysis and the results of the interviews above, it can be concluded that teacher coaching by the principal through principal management is effective to increase the achievement of teacher professional competence, which means that the process of coaching school principals is successful and can increase teacher professional competence in the learning process, especially SMP Negeri 3 Terentang Kubu Raya District, therefore it is hoped that school principals can carry out coaching through the management of school principals sustainably.

Based on the achievement of increasing the professional competence of teachers who are expected to achieve an average success of 75% of their achievement, the principal management applied in this school action research is said to be effective. Thus, the hypothesis proposed above can be accepted.

CONCLUSIONS

Based on the analysis of the results of research and discussion, it can be concluded that: 1. Coaching principals to improve teacher professional competence in the learning process through principal management showed an increase in each cycle, from 62.81% in cycle 1 to 80.76% in cycle 2. 2. Activities in coaching activities show that teachers can improve teacher professional competence in the learning process properly in every aspect. 3. Increasing the professional competence of teachers in the learning process by the principal through the management of this school principal shows an increase in each cycle. 4. Teacher activities show that coaching activities through principal management are useful and can help improve teacher professional competence in the learning process, to more easily understand the concept of teacher roles and functions so that teacher professional competence can increase.

From the research results obtained from the previous description so that the professional competence of teachers in learning can increase, be more effective and provide more optimal results for school learning activities, the following suggestions are presented: (1) Research needs to be continued with a series of studies that develop measuring success measurement tools. more reliable to describe the increase in the achievement of teacher professional competence well so that the professional competence of education can be improved. (2) Coaching school principals through principal management to improve the achievement of teacher professional competence requires full attention and high discipline at every step of development, and careful planning, for example in allocating time and selecting the appropriate concept. (3) Teachers are expected to keep abreast of the times, especially by increasing mastery in the field of information technology, to increase the professional competence of education, as a shared responsibility to advance education.

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