

Analysis Of Strategy of The School Principal In Improving Teacher's Pedagogical Competence In Elementary Schools

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Abstrak

Kompetensi guru menjadi faktor utama dalam menunjang keberhasilan proses pendidikan. Hal ini karena guru menjadi ujung tombak dalam pelaksanaan pendidikan. Salah satu kompetensi yang wajib dimiliki guru adalah kompetensi pedagogik. Melalui kompetensi pedagogic guru mampu mengajar dengan baik di kelas. Kepala sekolah sebagai pemimpin di sekolah memiliki peranan penting dalam upaya meningkatkan kompetensi pedagogic guru di sekolah. Penelitian ini bertujuan menganalisis strategi kepala sekolah dalam meningkatkan kompetensi pedagogik guru di sekolah dasar. Subjek dalam penelitian ini adalah kepala sekolah di salah satu SDN di Kota Mataram. Penelitian ini menggunakan jenis penelitian kualitatif dengan pendekatan studi kasus. Analisis data menggunakan tahapan analisis dari Milles dan Huberman yaitu kondensasi data, penyajian data, dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa strategi yang digunakan kepala sekolah adalah: (1) Membangun motivasi guru dengan cara memberi arahan, berdiskusi, dan memberikan penghargaan. (2) Melakukan supervisi. (3) mendorong guru untuk mengikuti pelatihan, baik yang diselenggarakan di dalam sekolah maupun di luar sekolah. (4) mendorong guru agar terlibat aktif dalam musyawarah guru mata pelajaran.

Kata Kunci: *Strategi kepala sekolah, Kompetensi pedagogic guru*

Abstract

Teacher competence is the main factor in supporting the success of the educational process. This is because the teacher is the spearhead in the implementation of education. One of the competencies that must be possessed by teachers is pedagogical competence. Through pedagogic competence, teachers can teach well in class. Principals as leaders in schools have an important role in efforts to improve teacher pedagogic competence in schools. This study aims to analyses the principal's strategy in improving the pedagogical competence of teachers in elementary schools. The subjects in this study were the principals of an elementary school in the city of Mataram. This study uses a type of qualitative research with a case study approach. Data analysis used the stages of analysis from Milles and Huberman, namely data condensation, data presentation, and drawing conclusions. The results showed that the strategies used by school principals were: (1) Building teacher motivation by giving directions, discussing, and giving awards. (2) Supervise. (3) encouraging teachers to take part in training, both held in schools and outside schools. (4) encouraging teachers to be actively involved in subject teacher deliberations.

Keywords: *Principal strategy, Teacher pedagogic competence*

INTRODUCTION

The quality of education is one of the most crucial things in the development of a country. The educational process will produce quality human resources capable of realizing national development. One of the efforts to improve the quality of education in Indonesia is by improving the quality of teachers. This is because the teacher is the spearhead of the educational process. The role of the teacher in advancing education can be started from within the classroom. Teachers as professionals must plan, implement, assess the learning process, and guide students. In realizing that the teacher must have good competence. According to the regulation of the Minister of National Education of the Republic of Indonesia, four competencies must be possessed by teachers, one of which is pedagogic competence. Pedagogic

competence is the teacher's ability to manage to learn in the classroom. Furthermore, according to the regulation of the Minister of National Education of the Republic of Indonesia No. 16 of 2007 (Tyagita & Iriani, 2018) pedagogic competencies include: 1) the ability of teachers to understand the characteristics of their students; 2) Mastering learning theory and principles of educational learning; 3) Able to develop curriculum; 4) Organizing educational learning; 5) Able to use information technology in learning; 6) Able to facilitate the development of student potential; 7) communicate politely, empathetically, and effectively; 8) Able to conduct an assessment of the process and learning outcomes; 9) Using the results of the assessment for the benefit of learning; 10) Be able to reflect on learning outcomes to improve the quality of further learning.

Improving teacher pedagogic competence is very important to do. This is because it is directly related to the success of the learning process in schools (Ismail, 2015). Therefore, teachers are expected to have good competence when teaching. But in fact, there are still many teacher habits or behaviours that do not reflect being a professional teacher. We still often hear about teachers being undisciplined and late for school. Teachers teach without proper preparation. The use of monotonous learning methods and media makes it seem boring. Teachers are not able to develop assessment instruments properly. If this is allowed to continue, it will certainly hurt the quality of education.

The principal is the leader of the education unit. A good school principal must be able to manage an education unit and build a good school culture. Principal leadership must be able to bring change to every element of the school environment (Azhar, 2017). In carrying out his leadership function, the principal has an important role in improving teacher pedagogic competence. This is because a leader in a school, can directly or indirectly influence the behaviour of all members in the education unit environment including teachers (Syamsul, 2017). Therefore, school principals can make policies that can facilitate teachers in developing their pedagogical competence. In this regard, the researcher wants to analyse the principal's strategy for improving the pedagogic competence of teachers at one of the elementary schools in Mataram City.

METHODS

This study uses a type of qualitative research with a case study approach. This is because in this study researchers will explore in depth the school principal's strategy for improving teacher pedagogic competence. According to (Sugiyono, 2019) a case study is a type of qualitative research by exploring in depth the programs, phenomena, events, incidents, and activities of one or more people. The subjects in this study were the principals of an elementary school in the city of Mataram. The data collection technique used is the interview. Data analysis used the stages of analysis from Milles and Huberman, namely data condensation, data presentation, and concluding.

RESULTS AND DISCUSSION

The principal is a leader in a school institution. This makes the principal also responsible for improving the competence of teachers in schools. As a leader, the principal must have a policy or strategy to improve teacher competence in schools. One of the competencies that must be possessed by teachers is pedagogical competence. Pedagogic competence is a competency related to the teacher's ability to manage learning in the classroom (Caraka & Maryani, 2016). From the results of interviews with the principal at one of the elementary schools in the city of Mataram, it was found that several strategies were implemented to improve teacher pedagogic competence. The principal's first strategy is to build motivation. According to the principal, the most important thing to do first is to increase motivation. Building teacher motivation can be done by giving directions when the principal gives remarks at activities such as flag ceremonies, meetings with teachers, and other official activities. Besides that, giving motivation is also done when relaxing or during breaks. Usually, the principal will have a relaxed discussion with the teachers during recess. The goal is to build a personal closeness and a good relationship with the teacher. According to (Yodiq, 2016) through the discussion room, the principal can understand well the character of every teacher in the school. This makes it easier for the principal to build effective interaction and communication with each teacher. In addition, another thing that school principals do to increase motivation is to give awards to outstanding teachers. According to the principal, giving awards to

outstanding teachers is very important. Teachers who are rewarded will feel happy and feel valued. The impact is that the teacher will maintain the achievements that have been achieved (Ritonga & Prasetyo, 2019). In addition, giving awards to outstanding teachers also fosters the enthusiasm of other teachers who have not excelled. Thus, a very good school climate will be created, where teachers will compete in improving themselves and developing self-competencies.

The second principal's strategy is to carry out academic supervision. According to the school principal, academic supervision activities are mandatory activities that are always carried out every semester. Academic supervision is intended to assist teachers in developing and improving teacher competence in teaching. This is the opinion (Munjirah, 2020) that in academic supervision activities, an assessment of teacher performance will be carried out in managing learning, and academic supervision activities will focus on developing pedagogic and professional competencies. In line with that, the results of research (Siregar, 2019) say that academic supervision activities carried out by school principals are very effective in increasing the ability of teachers to prepare learning tools. The results of research (Kadarisman, 2020) academic supervision activities can develop teachers' abilities in choosing learning models and methods that suit student characteristics. This is because, in academic supervision activities, the principal will provide assistance and guidance to teachers. So that after implementing academic supervision, the teacher can improve everything that becomes lacking during the learning process.

The third principal's strategy is to encourage teachers to attend training. Based on the interview results, the school principal often coordinates with the group head to conduct training at school. This training is intended to train teachers in preparing lessons. Some of them include training on preparing lesson plans, developing assessment instruments, learning models, IT-based learning media, and others. In addition, the principal also encourages teachers to take part in a training held outside of school. The training can be attended offline or online. This strategy is considered effective because teachers can continue to learn and improve themselves by developing knowledge. According to (Wati & Kamila, 2019) knowledge continues to develop, so to increase teacher professionalism in educating teachers must continue to learn and develop learning according to changing times. In line with that (Astuti et al., 2019) also argue that good learning is learning that can prepare students to face future challenges. Therefore, the teacher's teaching style in the classroom should no longer use the old method but adapt to the demands and changes of the times.

The fourth principal's strategy is to encourage teachers to be actively involved in subject-teacher deliberations. According to the MGMP school principal, it can be a means of developing teacher competence. Through the MGMP teachers can discuss the problems faced by the school. Teachers can also share the latest information regarding training. In addition, teachers can jointly develop effective and efficient learning models and use various teaching aids. According to (Fatmawati et al., 2020) MGMP can arouse teacher enthusiasm to improve teacher skills in preparing, implementing, and evaluating the learning process. The results of the study (Saragih & Dewi, 2017) also show that the MGMP is effective in increasing teacher professionalism in schools. To improve teacher competence in schools, teachers must always participate in activities held by the MGMP.

CONCLUSION

From the description above, it can be concluded that there are 4 strategies carried out by school principals in improving teacher pedagogic competence in schools. The first strategy is to foster teacher motivation. This increase in motivation can be realized by providing direction, discussing, and awarding. The second strategy is to supervise. The third strategy is to encourage and invite teachers to take part in training, both trainings held at school and outside of school. The fourth strategy is to encourage teachers to be actively involved in subject-teacher deliberations.

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