

THE EFFORTS OF THE PRINCIPAL IN IMPROVING THE QUALITY OF TEACHER COMPETENCIES

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Abstract: Teacher competence is the entire ability and authority of teachers in carrying out the teaching profession, in the form of responsibility in carrying out their duties, namely educating as a form of knowledge and skills rationally, and it can be concluded that teachers who are skilled in carrying out their profession can be called competent and professional teachers. In carrying out their duties, teachers must develop and even improve their competencies, including pedagogical competencies, personal competencies, social competencies, and professional competencies in order to become ideal teachers. Many things must be done in an effort to improve competence by himself as a teacher and also by the leader as the principal towards the teachers as his subordinates. Things that can be done including optimizing the role of the principal as: educators, managers, administrators, supervisors, leaders, creators of work climate and entrepreneurs. Other efforts are supported by the government which is then motivated by the principal, namely the certification program, and the establishment of the PKG (Teacher Activity Center, MGMP (Subject Teachers' Conference), and KKG (Teacher Working Group). In addition to the matters above, the important things and the government needs to do is to build independence among teachers which will foster professional and innovative attitudes towards teachers in carrying out their roles and duties.

Keyword: Efforts, Teacher's Competencies, Professional Development.

INTRODUCTION

Education as one of the most important aspects in improving the quality of human resources, requires a fundamental study of aspects that can maximize the role of education to improve the quality of human resources. After being examined in such a way, several things that must be considered with a high priority scale were found, namely school management, teacher quality and curriculum.¹

Schools have the authority to manage their schools, namely by establishing quality improvement facilities, preparing quality improvement plans, implementing quality improvement plans and implementing quality improvement evaluations and participation with groups with an interest in the school. School is a place for organization, so whether or not it depends on the organization manager.

¹Irwan Nasution dan Amiruddin Siahaan, *Manajemen Pengembangan Profesionalitas Guru*, (Bandung: Citapustaka Media Perintis, 2009), p. 132.

Improving the quality of teachers as one of the most important aspects in improving the quality of human resources through education, is carried out to create the process of education and learning in schooling with maximum results. The teacher becomes a determinant variable in improving the quality of education. The teacher's function as an instrument of the education and learning process cannot be replaced by anything. Even though technological advances have developed rapidly, the teacher's function remains irreplaceable. The purpose of being irreplaceable is not ignoring the function of technology, but the teacher can give examples of examples in terms of affection and motorics to students, while technology in the context of facilitating the achievement of educational and learning goals.² Teachers are the main key to the successful implementation of improving the quality of education. For this reason, teacher professionalism must be improved and developed.

DISCUSSION

Teacher Competency

Competence is the feasibility to carry out the task, ability as an important factor for teachers, therefore the quality and productivity of teacher's work must be able to show quality professional deeds.³

The teacher is a professional job, which requires a special expertise. Because their expertise is specific, the teacher has a very important and strategic role in learning activities, which will determine the quality of education in an education unit. Therefore, in the current education and learning system the position of the teacher in the learning process at school cannot be replaced by any sophisticated tool or machine. Special skills are also what distinguishes the teaching profession from other professions. Where "the main difference between the teaching profession with other professions lies in the duties and responsibilities. These duties and responsibilities are closely related to the abilities required to assume the profession. This basic ability is none other than teacher competency.

Based on Permendiknas No. 16 of 2007 concerning Academic Qualification Standards and Teacher Competencies, it is explained that teacher competency standards are fully developed from 4 main competencies, namely: a) Pedagogic competencies; b) personality competence; c) social competence; and d) professional competition.

The competencies that the teacher must possess are as follows:

²Irwan Nasution dan Amiruddin Siahaan, *Manajemen...*, p. 134.

³ Syaiful Sagala, *Administasi Pendidikan Kontemporer*, (Bandung: Alfabeta, 2008), Cet. 4, p. 209.

a) Pedagogical Competence

Pedagogical competence is an ability related to student understanding and management of learning that is educational and dialogic. Pedagogic competence is the ability of teachers related to Didactic Science / teaching. Pedagogic competencies include teacher understanding of students, the design and implementation of learning, evaluation of learning outcomes and development of students to actualize the various potentials they have.

In this competency the teacher must have 10 abilities, which are as follows: a) Ability to master the subject matter presented, b) Ability to manage teaching and learning programs, c) Ability to manage classes, d) Ability to use media / learning resources, e) Ability to master the foundations of education, f) Ability to manage teaching and learning interactions, g) Ability to assess student achievement for teaching education, h) Ability to recognize the function and program of guidance and counseling services, i) Ability to recognize and organize school administration, j) Ability to understand principles and interpret the results of educational research for teaching needs.

Another opinion explains that the abilities that teachers must have with regard to aspects in optimizing the potential of students are as follows: a). Mastery of the characteristics of students from physical, moral, social, cultural, emotional and intellectual aspects, b). Mastery of learning theories and principles of learning that educate, c). able to develop curriculum related to the field of development they are capable of, d). organize educational development activities, e). Facilitate the development of students' potential to actualize the various potentials they have, f). communicate effectively, empathically, and politely with students g). Assessing and evaluating learning processes and learning outcomes, utilizing the results of assessments and evaluations for the benefit of learning, h). Utilize information and communication technology for the benefit of organizing educational development activities i). Take reflective actions to improve the quality of learning.

b) Personality Competence

Personality competence is a personal ability that reflects a personality that is steady, stable, mature, wise, and authoritative and be a role model for students and noble.

Viewed from the psychological aspect of teacher teacher competence shows personal abilities that reflect personality: a). Steady and stable, i.e. has consistency in acting according to applicable legal norms, social norms, and ethics; b). Adult which means having the independence to act as an educator and having a work ethic as a teacher; c).

Knowledgeable and wise that looks useful for students, schools and society by showing openness in thinking and acting, d). Authorization, namely the behavior of respected teachers so that it has a positive effect on students; and e). Having good manners and having behaviors that can be emulated by students, acting according to religious norms, honest, sincere and helpful. Personality competency values can be used as a source of strength, inspiration, motivation and innovation for students.⁴

Personality competence, personal abilities include the following matters:

- 1) Develop personality: a). Devoted to God Almighty, b). develop the praiseworthy qualities required for teacher positions.
- 2) Interact and communication: a). Interact with your buddies to improve professional skills, b). Interact with the community for the enactment of educational missions.
- 3) Carry out guidance and counseling: a). Guide students who have learning difficulties, b). guiding students with disabilities and special talents.
- 4) Carry out school administration: a). Know school administration, b). Carry out school administration.
- 5) Carry out joint research for school needs: a). Study the basic concepts of scientific research, b). Carry out simple research.⁵

c) Social Competence

Social Competence is the ability of teachers to communicate and interact effectively with students, fellow educators, education personnel, parents / guardians of students and surrounding communities. Social competence is related to the ability of teachers as social creatures in interacting with others. As social beings teachers behave politely, able to communicate and interact with the environment effectively and attractively have a sense of empathy for others. The ability of teachers to communicate and interact effectively and attract students, fellow educators and education personnel, parents and guardians of students, the community around the school and around where the educator lives, and with parties who have an interest in the school. This objective condition illustrates that the social abilities of teachers are seen when interacting and interacting as a profession or as a society, and the ability to implement them in daily life.

d) Professional Competence

Professional Competence is competency in mastering broad and deep learning material which includes mastery of curriculum subject matter in schools and scientific

⁴ Syaiful Sagala, *Kemampuan Profesional Guru Dan Tenaga Pendidikan*, (Jakarta: PT. Pustaka Jaya, 2009), p. 34.

⁵ Mop. Uzer Usman, *Menjadi Guru Profesional*, (Jakarta: PT. Remaja Rosdakarya, 1997), p. 16-17.

substance that houses the material. This competence is also referred to as mastery of teaching material resources or often referred to as areas of study expertise.

Professional competence has the following characteristics: a). Understand the subjects that have been prepared to teach, b). Understand competency standards and subject content standards, c). Understanding the structure, concepts, and scientific methods that shelter teaching material, d). Understand the relationship of concepts between related subjects, e). Apply scientific concepts in everyday life

From the explanation above, it can be concluded that a teacher must have these four competencies, because the competencies between one and the other are interrelated. If the teacher has all these competencies, then the teacher can be said to be the ideal teacher.

The efforts to develop teacher competency are explained by experts as follows:

1. According to the Directorate General of Primary and Secondary Education Ministry of National Education, as follows:⁶ a). Teacher education qualification improvement program, b). Equalization and certification program, c). Competency-based integrated training program, d). Educational supervision program, e). MGMP (Subject Teachers' Meeting) empowerment program, f). Teacher's Symposium, g). Other traditional training programs, h). Read and write journals or scientific papers, i). Participate in scientific meetings, j). Conduct research (specifically Classroom Action Research), k). Internship, l). Follow the actual news from the news media, m). Participate and be active in professional organizations, n). Promote collaboration with colleagues.
2. Government's Efforts In Improving Teacher Quality

The government has sought to improve the professionalism of teachers including increasing qualifications and higher education level requirements for teaching staff from school to college level. Other efforts undertaken by the government are the certification program, and the establishment of PKG (Teacher Activity Centers, Subject Teachers' Working Groups), and KKG (Teacher Working Groups). foster professional and innovative attitudes towards teachers in carrying out their roles and duties in educating people towards a better and quality life.⁷

In addition to the existence of ex-IKIP universities, IAIN / UIN / STAIN also has a large role in improving the quality of teachers, especially Islamic religious education (PAI) teachers and general subjects teachers. Because, IAIN / UIN / STAIN has a LPTK faculty. As is known, IAIN / UIN / STAIN has general departments such as Management,

⁶ Aris Suherman, *Etika Profesi Keguruan*, (Bandung: Reflika Aditama, 2010), p. 64.

⁷ Mustofa (Staf Pengajar FISE Universitas Negeri Yogyakarta), (2007), "Upaya Pengembangan Profesionalisme Guru Di Indonesia," *Jurnal Ekonomi & Pendidikan*, Volume 4 Nomor 1, April, h, 76.

Guidance and Counseling, English, and Mathematics, and so on. The contribution or contribution of IAIN/ UIN/STAIN/is very large towards improving the quality of teaching staff.⁸

Thus it can be said that improving teacher quality requires a paradigm shift, the paradigm change was carried out systematically starting from the educational workforce educational institutions (LPTK). The aim is that LPTK products guarantee the creation of overall quality of education. LPTK has a great responsibility in creating quality teacher education personnel.

3. The Efforts of The Headmaster In Improving Teacher Competencies

The headmaster is an important education leader because the headmaster is directly related to the implementation of educational programs in schools. The achievement of educational goals is very dependent on the skills and wisdom of the madrasa head as one of the educational leaders. This is because the madrasa head is a professional official in a school organization whose job is to manage all organizational resources and work together with teachers in educating students to achieve educational goals. According to Pidarta, the headmaster is the key to the success of schools in making changes.⁹

The role of the headmaster is must; a). Have a clear vision of the quality of the organization. b). Have a clear commitment to quality improvement, c). Communicating the message about the quality to be achieved. d). Ensuring that the needs of education customers are at the center of the organization's policies and work. e). Ensuring the availability of adequate channels to accommodate the advice of educational customers. f). Leading developing education staff. g). Be careful and not blame others without evidence when a problem arises, because the problem that arises is usually not the staff's fault. h). Directing innovation in organizations. i). Ensure clarity of the organizational structure to assert responsibilities and provide delegation of appropriate and maximum authority. j). Have a firm attitude to exclude deviations from the culture of the organization. k). Build an active working group, and l). Build appropriate work mechanisms to monitor and evaluate organizational success.¹⁰

Leaders in modern organizations carry out their duties through others by delegating tasks to their staff. Then continuously fostering the people under his leadership in such a way that finally they can complete the task better than if completed by the leader

⁸ B. Suryosubroto, *Manajemen Pendidikan di Sekolah*, (Jakarta: Rineka Cipta, 2010), p.137.

⁹ Made Pidarta, *Cara belajar di Universiti Negara Maju: Suatu Studi Kasus*, (Jakarta: Bumi Aksara, 1990)), p. 75

¹⁰ Syafaruddin, *Manajemen Lembaga Pendidikan Islam*, (Jakarta: Ciputat Press, 2005), p. 226.

himself.¹¹ The madrasa head is responsible for the success of the organization, as a drafter, diplomat and as a decision maker. When leadership is associated with the concept of management, leadership has a central position, because it can be said that leadership is the core of management.

School need a leader as a school executive (school principal). Research that uses madrasas as a sample of many institutions focuses on behavior, ethos, work style, motivation, managerial abilities, and aspects related to the problem of madrasa leadership. The principal is responsible for empowering the resources available in the school which include human resources, facilities and infrastructure, costs, technology and information. Among these management resources, HR is the most important and needs to be empowered. This is due to the dynamic human resources and their role as educational actors who will later give color to madrasa life.¹²

The principal or the head of a foundation of an educational institution must always try to improve the quality of teachers by facilitating them to attend training or education, as well as having to recruit professional teachers. Professional teachers have personal, social, intellectual, moral, and spiritual responsibilities Independent personal responsibilities that are able to understand themselves, manage themselves, control themselves, and respect and develop themselves. Social responsibility is realized through the competence of teachers in understanding themselves as an inseparable part of the social environment and having effective interactive abilities. Intellectual responsibility is manifested through the mastery of various knowledge and skill sets needed to support its tasks. Spiritual and moral responsibility is manifested through the appearance of the teacher as a religious being whose behavior always does not deviate from religious and moral norms.

In an effort to improve the quality of education, teacher competency is one of the most important factors. Teacher competencies include pedagogical competencies, personal competencies, social competencies and professional competencies. Efforts to improve teacher competency can be done through optimizing the role of the principal, as: educators, managers, administrators, supervisors, leaders, creators of work climate and entrepreneurs.

Quality improvement (quality) means the addition of knowledge, coaching skills, and the development of skills regarding the implementation of teaching assignments as a

¹¹ Harold L. Taylor, *Delegasi Kunci Sukses Praktek Manajemen*, Terj. Roh Mulyadi Hamzah, (Jakarta: Pustaka Binaman Pressindo, 1998), p. 13-14.

¹² Sudarwan Danim, *Menjadi Komunitas Pembelajar*, (Jakarta: Bumi Aksara, 2003), p. 51.

teacher. In the context of changing times, quality improvement becomes a necessity. For this reason, it is necessary to develop a level of professionalism so that the professionalism of Islamic religious education teachers is mature in responding to the challenges of shifting values and technological advances in education. Therefore, the development of teachers' professional abilities is not only for new teachers in their assignments, but it is also important to develop teacher career patterns that promise their enthusiasm, expectations and commitment in serving as teachers.¹³

Improving the quality of competence is a joint task, namely teachers, government and madrasa principals to carry out this task together. In order to create teacher human resources who have ideal teacher competence. Completing the four basic competencies that must be possessed by every teacher. It is expected that the principal supports all the programs that have been set by the government, and the madrasa head also carries out his duty as a manager who supports all activities to improve the quality of teacher competencies. So as to create self-reliance in the teacher.

CONCLUSIONS

Based on the above considerations and analysis, a fundamental picture of the importance of teacher competence can be obtained. Thus, there are sufficient reasons for explaining the importance of teacher competency. Efforts to improve the quality of educators and education personnel cannot be released with important aspects as follows: (1) salary and welfare standards that are suitable for their lives, (2) qualification standards, (3) competency standards and efforts to improve them, (4) certification system educators and educators and professional assignments that do not meet competency standards, (4) honest and transparent selection / recruitment, (5) career development standards, (6) preparation of prospective educators and education personnel in line with competency standards, and emphasize more practice and with a strong theory, (7) education and training system in professional training institutions and in LPTK (Educational Workforce Education Institutions), and (8) empowering professional development organizations such as KKG (Teacher Working Group), MGMP (Teacher Subject Meeting) , MKKS (School Principals Work Consultation), and MKPS (School Supervisors Work Consultation), which need to be empowered.

¹³ Syafaruddin, diakses pada tanggal 9 Januari 2017, Makalah workshop *Peningkatan Mutu Profesionalisme Guru Pendidikan Agama Islam di SMA*.

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