

## The Principal Strategies in Improving Teachers' Professional Competence at Public Elementary School in South Aceh

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**Abstract: The Principal Strategies in Improving Teachers' Professional Competence at Public Elementary School in South Aceh. Objectives:** The purposes of this research are to understand the programs, strategies, and principals' obstacles and supporting factor in improving teachers' professional competence at Public Elementary School in Aceh Selatan, Indonesia. **Methods:** This research uses descriptive method with qualitative approach. This research uses descriptive method with qualitative approach. Data collection were conducted through interviews, observation, and documentation studies. The subject of this research is the principals and teachers. **Findings:** The results of this research showed (1) preparation of the principal's program in improving teacher professionalism such as: annual program, semester program, steps arrangement of learning plan such as syllabus, lesson plan, and etc., (2) The Strategies in improving teachers' professional include: Division of tasks, holding the training and attending the teachers working group. (3) the teachers have all mastered IT, most of teachers are undergraduate student, and most teachers have the teaching certificate.

**Keywords:** Principal strategies, teachers' competence, public elementary school.

**Abstrak: Strategi Kepala Sekolah dalam Meningkatkan Kompetensi Profesional Guru di Sekolah Dasar Negeri di Aceh Selatan. Tujuan:** Tujuan dari penelitian ini adalah untuk memahami program, strategi, dan hambatan kepala sekolah dan faktor pendukung dalam meningkatkan kompetensi profesional guru di Sekolah Dasar Negeri di Aceh Selatan, Indonesia. **Metode:** Penelitian ini menggunakan metode deskriptif dengan pendekatan kualitatif. Penelitian ini menggunakan metode deskriptif dengan pendekatan kualitatif. Pengumpulan data dilakukan melalui wawancara, observasi, dan studi dokumentasi. Subjek penelitian ini adalah kepala sekolah dan guru. **Temuan:** Hasil penelitian ini menunjukkan (1) Persiapan program kepala sekolah dalam meningkatkan profesionalisme guru di antaranya: Program tahunan, program semester, langkah-langkah penyusunan rencana pembelajaran seperti silabus, rencana pelajaran, dan sebagainya. (2) Strategi dalam meningkatkan profesional guru meliputi: Divisi tugas, mengadakan pelatihan dan menghadiri kelompok kerja guru. (3) Hambatan di antara mereka: semua guru telah menguasai IT, sebagian besar guru adalah mahasiswa sarjana, dan sebagian besar guru memiliki sertifikat mengajar.

**Kata Kunci:** Strategi kepala sekolah, kompetensi guru, sekolah dasar negeri.

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## ■ INTRODUCTION

Education is a consciously and well-planned endeavor to create a learning atmosphere and learning process so that learners become active in developing their own potentials, as well as those of the society, and the nation. In order to do this, professional educators such as elementary and middle school teachers are badly needed (Parsons et al., 2019; Darling-Hammond, L., Hyler & Gardner, 2017; Matherson & Windle, 2017). Through education, children are armed with a set of knowledge so that they can have an awareness and willingness to find and formulate goals for themselves in the future. Therefore, in carrying out the profession, educators especially teachers need a variety of knowledge and skills of teaching that is adequate in the sense that it is in tune with the current times and the advancement of Science and technology as outlined in the Competency of teachers (Tiwari & Mallick, 2019; Darishah, Daud, & Omar, 2017; Krasnova & Shurygin, 2017).

Teacher is a person who has a noble task which is to encourage, guide and provide learning facilities for students to achieve educational objectives. The effectiveness of educational activities in a school, depending on many aspects, both personal, operational, and material aspects that need to be continuously coached developed (Lonto et al., 2018; Schumacher, Shinnars, & Graebe, 2018). In the effort of producing or obtaining a good and valuable educational results, it cannot be separated from the teacher's efforts in the teaching learning process (Alava & Martinez, 2019; Lawrence & Tar 2018; Singh & Hurley, 2018; Vilorio et al., 2018; Darling, 2017). In PBM, a teacher is not always experiencing fun, but sometimes having a hard time with PBM that he does. To help the teacher overcome the difficulties, we need a model or approach to resolving difficulties or obstacles in PBM for teachers that is by providing trainings (Suhrheinrich, 2019; O'Dowd, 2018; Lyons,

2017). The purpose of trainings are for the improvement of learning processes and to help teachers achieve the goals of teaching learning process that have been planned for its students (Aelterman, 2016; Brock & Carter, 2016). Professional teachers can certainly be hired by anyone as long as they have fulfilled the academic criteria and requirements. Therefore, professional teachers do not consider the Learning plan to be used for life. If the school is still considered as a center of education and agent of change, then the institution must be perfected from various shortcomings. It is important that, teachers should be able to form their activities in guiding, educating, teaching and sharing in the process of teaching and learning, all of which is his job and is very expected and demanded that it should be wise and Really professional (Balram, 2019; Fried & Harper, 2017).

The headmaster in his leadership must be able to move the education workforce based on the purpose and function in order for everyone to be truly skilled and reliable in carrying out obligations on learning (Murtiningsih, Kristiawan, & Lian, 2019; Böhlmark, Grönqvist, & Vlachos, 2016). While teachers have a major role in building the student's potential for the success of the teaching learning process inherent in its obligations, both automatically have a vertical role according to a position based on the obligations played in the school institutions together and continuously. Intellectual weakness in the leadership of the headmaster can lead to the diminished ability or competence of the teacher, and the weakness of the teacher's performance certainly affects the quality of education in general (Dervin, Moloney, & Simpson, 2019; Gudmundsdottir, & Hatlevik, 2018). In this study, the most important concept is to raise the spirit and performance of teachers to be better and more professional in carrying out their obligations, then the capability of the headmaster in drafting a strategy for it becomes a problem in

this the research. This problem, of course, should be seen wiser, the headmaster has the accountability to create a clearer strategic in improving the lack of learning implementation. As a leader of accurate plans in improving teacher resources, it should be at least clearer and measurable and maximally implemented. To be recognized, the headmaster became the key to improving the quality of the school and was most responsible for all the activities. The headmaster is not merely a position but also a person with the skill to perform its duties effectively, firmly and clearly. The following research was compiled under the heading "The school's strategy to improve the professional competence of teachers in the SDN Ujong Pulo Cut and SDN Ujong Pulo Aceh Selatan".

## ■ METHODS

This research uses a qualitative approach, which is one form of method that can reveal the real Public. The research method is a scientific way used to obtain objective, valid, and reliable data with the aim of being able to be expressed, proven, and developed into knowledge, so that it can be used to understand, solve and Anticipate the problem. In this research, researchers are trying to describe and analyze the school's strategy in enhancing the professional competence of teachers at SDN Ujong Pulo Cut and SDN Ujong Pulo Aceh Selatan. Data collection techniques are conducted through interviews, observations, and documentation studies. The subject of this research is the principal, deputy principal, and teachers.

The principal as the top manager who is responsible for the management of the education, should think about how the school program can continue to run in accordance with existing provisions and not only to be able to just operate, but also can strive so that the school is not abandoned by its customers. To create such an

atmosphere, we need a proprietary concept that leads to the improvement of the quality of the school and the most dominant among others is to have human resources that is valuable and have a sense of responsibility for a high level of work. In an effort to have all that we need a proper concept such as direction, invitation, explanation, and transparency so that teachers are conscious of the responsibility of the task he has with the aim of increasing the quality of education, this is done through professional competence improvement.

Quality improvement is a strategy that should be the paradigm of professional performance enhancement of teachers in the school. Through increased performance teachers are expected to overcome the problem of low quality of education that does not rely on conventional approaches, but rather through the optimization of human resources, which directly Can improve the quality of education. Enhancing students ' learning achievements through improved teacher professional performance is a whole process in an educational organization. The discussion is in accordance with the focus of research, the research is a description of data that is obtained in a way of observation and interviews with the resource persons, while the discussion is an attempt to find the meaning behind the data There is in accordance with the focus on research objectives, then the following is related to the strategy of the school principal in enhancing the professional competence of teachers at SDN Ujong Pulo Cut and SD N Ujong Pulo Aceh Selatan.

## ■ RESULTS AND DISCUSSION

Based on the results of the research, it can be concluded that the preparation of the program conducted by the school principal in improving the professional development of teachers at SDN Ujong Pulo Cut with planned activities is as

follows: (a). The course of the annual Programme, (b) formulated the semester program, (c) Drafted learning planning measures for each field of study, such as syllabus, lesson plan, and scoring model, (d) holding the teachers group, (e) providing and Sharing education, notebooks and stationery. The results of the strategy research in enhancing the professional teachers include the division of duties, conduct trainings and follow the teachers group.

In the face of teachers, usually the headmaster often exchange thoughts with the teachers, thus finding one effective way to improve the professional competence of teachers in the development of the coaching process. His highly competent teachers, harsh attitudes and personality, with a persuasive approach to the headmaster suggest that they increase the competency of the teacher. Shows that the school's strategy in improving the professional competence of teachers through teachers group activities is very beneficial to teachers who have difficulty learning in school. And the techniques performed are very suitable such as applying attendance, granting incentives, and self-contained in the activities of teacher groups, and will rebuke for teachers who are never present but who are constraints are some teachers who Have a D-3 education qualification and a bachelor's degree, plus the teachers who have approached retirement so that most teachers are not productive anymore, and also cooperate among the field teachers, and other trainings, other than that The headmaster also motivated the teachers by rewarding the teachers and giving a rebuke or direction to the teachers if violating the rules was as punishment to the teachers.

The school principal program at SD Ujong Pulo Cut is arranged jointly by involving all school personnel at any time. At the end of the academic year through Teacher Council meeting activities, some programs are organized: Annual program, semester program, To develop educational

measures for each field of study, assessment model, activities of teachers group, providing and sharing of education calendar, writing book, and stationery, the establishment, arranging the administration, discipline, making rules for guardians Class of each class, evaluation, but the school has not been so attentive or many have not been applied, compared with the Public elementary school Ujong Pulo, they also jointly involve all the schools personnel at the end of each academic year through Teacher Council meeting activities. The school has established and implemented the program, which is an annual program, semester programs, quality improvement, discipline, evaluation, training, cooperation among teachers in the same field of study, all programs have been implemented in accordance with the program Applied at school. The principal strategy in the professional construction of teachers in the SDN Ujong Pulo Cut has not been executed well and much more missed from SDN Ujong Pulo Aceh Selatan.

The supporting factors in the elementary school is much less than the termination factor, one of which is the principal and the teacher has mastered IT, and there are also some teachers are not so well mastered IT, and teachers obey the Discipline in the school, besides the teachers there is also often late, being carnated away from the place of residence.

Compared with the average teachers' inhibitory factor away from the school that takes place every day, from the overall teachers in the SD is only three people who are almost close to the residence and others average far away all, then Facilities and infrastructure are not enough, such as props and equipment tools are not sufficient and many others are still lacking.

## ■ CONCLUSIONS

The strategy of the principal in the professional development of teachers in the Public elementary school Ujong Pulo Cut through

training activities, teachers group, all teachers participated, and cooperate among teachers in the field of study, while the Public elementary school Ujong Pulo Also Training, teachers group, and all teachers are included. Supporting factors on Public elementary School Ujong Pulo Cut are, the principal and teachers have mastered IT, teachers obey the discipline of school, while the inhibiting factor is, teachers are on average live far away from home, facilities and infrastructures are not as adequate as props as well as the equipment of sports, there are still teachers with diploma education, and teachers have not all had a certificate of educators, then the school became theft prone areas and often loss of props or objects that are considered important in the school.

While the SDN Ujong Pulo Aceh Selatan, the teachers are all have bachelor degree, the teachers have almost all the certificate of educators, teachers in the elementary school already all mastered IT, there are trainings conducted in Schools, while the inhibiting factor on the Public elementary school Ujong Pulo is, teachers are all over the place of residence, the facilities and infrastructure is still lacking, if it is to be traded between SDN Ujong Pulo Cut and SDN Ujong Pulo Aceh Selatan between supporting factors. The inhibitory factor of the Public SD Ujong Pulo Cut is more likely to be a lot of inhibiting factors compared to the supporting factors, while SDN Ujong Pulo Aceh Selatan more inclined to many supporting factors than the inhibitory factor in developing professionals Teacher.

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