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## Research Article

### The Importance of Principal Leadership Management in Increasing the Competence of Elementary School Teachers in Medan City, North Sumatra

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## ABSTRACT

To leadership to the principal of the school plays an important role in improve the competence of teachers in their schools. Efforts to increase this are carried out by making policies that are translated into programs to increase teacher competency. This study aims to describe; (1) Principal Management in Improving Teacher Competence; (2) Principal Management Success in Increasing Teacher Competence; (3) Supporting factors, inhibiting factors and solutions for Principal Management in Improving Teacher Competence at SD N Medan City, North Sumatra. This research is in the form of qualitative research, the data collection method used is observation, interviews, and documentation. The research results show that Principal management in improving teacher competence, namely : (1) Involving teachers in training, training and seminars, (2) Implementation of supervision (3) Prioritizing discipline, (4) Motivating teachers. Application of leadership management school principals in improving teacher competence greatly affect the competence of teachers in SD N Medan City, North Sumatra, namely that the teachers have started apply the basic competency standards regulated by the government as well as possible. In implementing the program there will be supporting factors, inhibiting factors and leadership management solutions principal in improving teacher competence in Elementary School Medan City, North Sumatra.

**Keywords:** Head school, Leadership management, Teacher competence

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## Introduction

According to Law No. 20 of 2003 concerning the National Education System Year 2003, The function of national education is to develop and shape the character of a dignified national

civilization in order to educate the nation's life. Education is a central point in building the sustainability of the Indonesian nation from generation to generation (P. S. Tirauyah & Sibuea, 2018). In realizing this function of national

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education, there is a forum that prints generations of the nation from time to time to be able to continue the civilization of the Indonesian nation, that container is a school (Fibriasari, 2021). A good educational process and from quality schools can create quality Human Resources (HR) (Darmawati et al., 2020).

In an effort to educate students, the teacher plays an important role as an educator in schools. This requires teachers to have skills. According to The Law of the Republic of Indonesia, Number 14 of 2005 concerning Teachers and Lecturers, is stated Teachers should have four main competencies, namely pedagogical competence, professional competence, personal competence, and social competence. With these competencies, a teacher is expected to carry out the teaching and learning process effectively and efficiently (Priyanti Pujihandayani, 2017). Professional teachers are people who have personal maturity and who consciously and responsibly provide education to students. Therefore teachers must have the ability to design learning programs and be able to organize and manage classes professionally so that students can learn and ultimately reach a level of maturity as the ultimate goal of the educational process (Hasanah et al., 2019).

The professionalism of the teacher is shown in the high level of performance at school. The teacher's performance is manifested through his ability to educate, teach, and train students in the learning process (Simbolon et al., 2022). To become a competent teacher is not something simple. Realizing and improving teacher competence requires serious and comprehensive efforts (Basyaruddin Daulay et al., 2022). So professional teachers have high performance in the learning process and are able to produce quality students (output) in the end. Teacher professionally is a profession that requires special skills, because this type of profession cannot be done by random people who are in a position outside the field of education, even though in reality it is still done outside of education staff (Syafaruddin et al., 2021).

Duties and responsibilities for creating quality schools cannot be separated from the competency of the principal in leading and manage institution (Silalahi et al., 2021). The

school principal is faced with school technical problems and is required to be a reliable leader in the midst of a team of teachers. So far, many opinions state that the professional competence of teachers in Indonesia is relatively low or inadequate, as a direct result of teacher welfare (Nurafiaty et al., 2021). The high and low quality of education is much influenced by the quality of the learning process carried out by the teacher. For this reason, improving the ability of teachers to manage learning activities in schools is the responsibility of the principal as a supervisor, coach and direct supervisor (T. Tirauyah et al., 2019). Leadership involves a process of social influence, in this case a person's intentional influence on others to structure activities and relationships within a group or organization (Hariyanto et al., 2021). A good managerial system can be formed by implementing the appropriate Principal leadership functions (Isnaini et al., 2022). Principals must be able to practice innovations, be able to direct all their members and the school as an educational organization to change mindsets, improve vision and mission by utilizing the talents, skills and abilities of its members (Amriani et al., 2018).

Principal of ELEMENTARY SCHOOL 101788 Marindal is a leader who seeks to improve the ability of his teachers by motivating and encouraging educators to be able to work in line with various provisions that have previously been determined and also agreed upon. The Principal of elementary school 101788 Marindal always strives to carry out teacher competence improvements which are considered as the main source in raising the quality of education, and which will later produce an effective learning process and also produce quality and superior educational goals (Rahman et al., 2022). The results of the initial observations of researchers at elementary school 101788 Marindal Patumbak District Deli Serdang Regency, found several problems that were not in accordance with the competencies that a teacher should have, including: (1) there were still undisciplined teachers, such as arriving late. (2) Found the inadequacy of teachers in using instructional media as learning support facilities. (3) less Adequate educational facilities in the

school. Here are at least three interesting things to examine what causes it.

Principals must have specific tips for improving teacher competence so that the professional competence of teachers increases significantly and has a positive impact on improving student learning outcomes. In the Big Indonesian Dictionary (in Simaremare et al., 2022) tips are ways or techniques, in this case the ways or techniques of school principals in increasing teacher competence in elementary school 101788 Marindal. The principal carries out supervision to improve and improve the quality of learning in the classroom which in turn also has an impact on improving the quality of education. In the context of the management function, Mulyadi (in Nasution et al., 2022) said that supervision is carried out by a manager to ensure program implementation by comparing the expected results with what happened, then taking corrective steps for any discrepancies (Ismail et al., 2018). Supervision is carried out regarding the use of human resources, financing, facilities and infrastructure, and use of time to ensure the adequacy of resources in achieving goals (Suriyadi et al., 2022). On that basis, the researchers trying to explore the problems that arise within the scope of the school related to the function and role of the leadership of the principal, so that a study was appointed with the research title "Management Principal Leadership in Improving Teacher Competence at elementary school 101788 Marindal".

## Methods

This research uses a qualitative descriptive field research approach, which is a research process that produces descriptive data either in the form of writing or expressions obtained directly from the field or research area on management principal leadership in improving the professional competence of teachers in elementary schools Country 101788 Marindal in District Patumbak Deli Serdang Regency, North Sumatra. Qualitative research is research to understand the phenomena experienced by research subjects holistically and descriptively in a special natural context (Hamsa et al., 2022). In qualitative research the researcher is the key instrument, the data source is purposive and

snowball sampling, collection techniques with triangulation (combined), data analysis is inductive or qualitative and the results of qualitative research emphasize meaning rather than generalization. Research time is May 2022.

The subjects in this study were school principals, vice principals for student affairs, teachers and students at elementary school 101788 Marindal. The data collection methods used were observation, interviews and documentation. After the data was obtained, the validity of the data was checked by trying to compare the information said by the informants and the observed data with the results of the interviews. Then the data were analyzed qualitatively by means of data reduction, data presentation, and verification and drawing conclusions (Lian, 2020).

## Result

### ***Principal Management in Improving Teacher Competence at Elementary School 101788 Marindal***

The principal's management ability to lead is directly proportional to the competence of the teachers. The target for increasing teacher competence that must be achieved by school principals has been set by the government including pedagogical, personality, social, and professional competencies. In carrying out their duties of managing the school, starting from the preparation, implementation and evaluation, the principal collaborates with related elements and involves all elements involved. is at school. This is in accordance with the management function put forward by George R Terry who explained that the management function is the main task carried out by the leadership in managing an organization. These functions are planning, organizing, implementing and evaluating (Nurhaizan, 2018).

Based on the results of the interviews that the researchers conducted at elementary school 101788 Marindal, there were various strategies carried out by the principal in increasing the professional competence of teachers. The strategy is divided into two activities, namely formal and informal (Sitepu & Amelia, 2021).

## 1. Formal Strategy

- a. Training, workshops, seminars, and comparative study of teachers to schools base others in order to improve achievement and knowledge about Duty learning in education basic. Implementation of training and workshops to develop teachers' abilities in carrying out the teaching and learning process. The implementation is carried out by inviting one or several experts as resource persons.
- b. Supervision, Supervision is carried out with the aim of developing abilities in the teaching and learning process. Implementation of supervision carried out by two people consisting of Mr. Sudarman, S.Pd as the principal of the school with a trusted person, in this case it was handed over to Mrs. Masnawari Ritonga , S.Pd (waka curriculum), he supervises each semester together.

## 2. Non-formal Strategy

- a. Discipline, elementary school 101788 Marindal promotes discipline for both students and teachers. Discipline was started by the principal, Mr. Sudarman , S.Pd. He leaving earlier than the other teachers, leaving earlier and returning later . It is expected because of attitude and role model he as leader , then the teachers became diligent and were reluctant to come late. The teacher at least comes about 15 minutes before class starts. If there is a teacher who does not come to teach , the teacher is obliged to provide a permit along with the exact reason for not attending teaching and is obliged to give assignments to students who are entrusted to the picket teacher. So even though the teacher is not present students can still carry out the learning process as it should.
- b. Motivate teachers, B does the principal encourage or provide motivation to all existing teachers and staff , to be more creative and innovative in the learning process in the classroom. Stage race teach with use and mastery technology learning new, outstanding teacher announced and given present every the semester. It is emphasized to the teachers that in carrying out the learning process they can use a variety of learning methods so that they can arouse students' enthusiasm for learning and educational

goals can be achieved. Another motivation can also be grown through the provision of adequate facilities and infrastructure. Supportive and adequate facilities are the hope of all schools, including the hope of school principals trying to improve existing facilities, so that teachers feel comfortable in teaching. One of the infrastructure facilities provided by the school principal is the provision of LCDs in classes, although this has not been fully realized, currently it is still in the

- c. 2p2process of providing LCDs to all classes.

## Discussion

### *The Success of Principal Management in Increasing Teacher Competence at Elementary School 101788 Marindal*

From the research results, it can be obtained an illustration that the better the managerial application ability of the school principal, the more significant impact it will have on improving teacher performance. A school principal who has good managerial skills must be able to organize his school's activities based on current conditions leading to better conditions. Therefore, the ability of school principals is highly demanded in designing school development plans, distributing activities, motivating and coaching teachers and school staff in carrying out their duties every day, as well as measuring and assessing the performance of their staff (Welch & Hodge, 2018).

Science and technology continue to develop, so teacher competence also needs to be improved At SD N 101788 Marindal teacher professional competence has implemented the five basic competency standards regulated by the government. Although still much need repaired as method teach that still often with method lecture or one direction, use and mastery technology education still in process, discipline time study already strict but on evaluation already more good from before study done. The teachers have too carry out additional tasks such as making teaching equipment viz RPP, at the beginning of the new school year you have to make prota (annual program), as well as every semester make promissory notes (semester program), syllabus.

Because by continuing to learn from a teacher, of course this will have an impact on the teacher's ability to face various challenges of an increasingly rapidly developing era, teachers will also know many new things and innovations that can be applied in learning. When teachers already have good competence through programs made by the principal (Choi et al., 2022b). Thus, the educational goals were achieved, because the competence of teachers will have an impact on the quality of learning and will of course lead to good learning outcomes of the participants, so that schools can produce graduates that are as expected by national education goals. The competence of a teacher will directly and positively affect the learning achievement of students (Mei Kin et al., 2018).

In the program to improve teacher competence, school principals can refer to the Regulation of the Minister of National Education of the Republic of Indonesia of 2007 No. 16 Regarding Academic Qualification Standards and Teacher Competency Article 1 (Susanto and Muhyadi, 2016). In this regulation it is explained that teachers must master the scientific material taught to students, which in this case are the subjects taught by the teacher (Sitorus et al., 2020). In fostering and developing the performance of a teacher, moral and material support is a very determining factor. Providing motivation and appreciation from the principal for various teacher efforts to improve professionalism will have a positive impact in the context of developing teacher interest and performance activities. In addition, the provision of various learning tools according to the needs of teachers in each subject will further motivate teachers to do their best to achieve the learning objectives that have been set (Choi et al., 2022a).

### **Factor Supporters, Obstacles and Principal Management Solutions in Improving Teacher Competence**

In carrying out an activity certainly has supporting and inhibiting factors. The management supporting factors school principals in improving teacher competence are :

- a. Leader 's seriousness and sincerity school that is Head schools in improving teacher

professional competence, because with the seriousness of school principals it can be the biggest and most valuable capital in improving teacher professional competence.

- b. 1 work environment conducive,
- c. Adequate facilities and infrastructure and
- d. Whole support school people.

Inhibiting factors, including:

- a. The role of parents is lacking support management school .
- b. Ineffective schedule of trainings with teaching and learning activities.
- c. Limited learning media and teachers have not mastered educational technology,
- d. Method of learning not enough varies.

The solution is:

- a. Stage meeting routine with parent or guardian student participant educate every three month once . Make book communication Among parents and parties school (teacher), which should brought student every day . By always involving parents / guardians of students in activity study student expected parents understand and know the obstacles faced by their children .
- b. The school always cooperates with various educational institutions, either with other schools, government agencies, or with universities so that it can be used as a training tool for teachers. And can choose the effective time without bother activity study teach at school .
- c. Procurement of instructional media and the need to hold direction and training for teachers and education staff so they can master educational technology
- d. Organize form seminars variation learning latest.

### **Conclusion**

Principal management in improving teacher competence, namely: (1) Involving teachers in training, training and seminars, (2) Implementation of supervision (3) Prioritizing discipline, (4) Motivating teachers, motivation from school principals becomes enthusiasm for teachers to improve improvement in educational innovation as a concrete manifestation of developing competence. Application of

leadership management the principal in improving teacher competence greatly influences the competence of teachers at elementary school 101788 Marindal namely that the teachers have started apply the basic competency standards regulated by the government as well as possible. There is a factor supporting, inhibiting factors and leadership management solutions principal in improving teacher competency at elementary school 101788 Marindal. F supporting actor namely the seriousness and sincerity of the head school, work environment conducive, adequate facilities and infrastructure and support whole inhabitant school. Factor inhibitor that is parental role not enough support management school, no its effective timetable training, limited learning media, teachers have not control technology education and methods learning not enough varied. The solution that is stage meeting routine with parents, school always stage cooperation with various agency education, procurement of learning media, training technology education and holding seminars variation learning latest.

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