



STRATEGY OF THE SCHOOL PRINCIPLE IN INCREASING THE COMPETENCE OF EARLY CHILDREN'S EDUCATION TEACHERS

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Abstract:

This study aims to determine the principal's strategy in improving teacher competence in PAUD Raudlatul Hasaniyah Sambirampak Kidull and the impact of the principal's strategy in improving teacher competence in PAUD Raudlatul Hasaniyah Sambirampak Kidull. The research method uses a qualitative type of research and a case study approach. The subject of the study was class A with 25 children, data collection techniques with snowball sampling, and the data sources used were primary and secondary. Data collection techniques through interviews, observation and documentation. Data analysis using miles Huberman analysis consisting of data reduction, data display and concluding. The study results obtained that the principal's strategy for improving the competence of teachers at PAUD Raudlatul Hasaniyah Sambirampak Kidull Kotaanyar Probolinggo includes: Workshops, Supervision and Training. Meanwhile, the impact of the principal's strategy in improving teacher competence at PAUD Raudlatul Hasaniyah Sambirampak Kidull is the increase in teacher creativity, teacher professionalism and adequate facilities.

Keywords: *Principal's Strategy, Teacher Competence, ECC*

INTRODUCTION

The principal is a leader and controller of implementing activities in educational institutions. As a leader in an institution, the principal must have a strategy in order to be able to bring the institution towards achieving the goals that have been set. Principals must see changes and see and respond to future challenges in a better direction to empower teachers, education staff and all school members to realize quality, smooth and productive learning (E. Mulyasa. 2013).

In the regulation of the minister of national education No. 13 of 2007, article 1 paragraph 1 concerning Standards for School/Madrasah Principals, it has been stipulated that "to be appointed as a school principal must fulfil five competency dimensions, namely personality, managerial, entrepreneurship, supervision and social" (Permendiknas No. 13 of 2007). To become an effective leader, these five competencies must be inherent in the principal's personality (Kurnianingsih, 2017).

To become an effective school principal, one must have several skills, including; technical skills, human relations skills, relating to cooperation with others, the ability to provide assistance and work together with other people and groups to achieve organizational goals (more efficient and effective madrasah), conceptual skills, ability to summarize into one the form of ideas or ideas sees the organization as a whole situation that is relevant to that organization, as well as educational and teaching skills which include mastery of knowledge about teaching and learning, cognitive skills, including intellectual abilities and knowledge (Education et al., 2015), (Kurnianingsih,

2017).

Principal leadership needs to get serious attention. Principals must be able to bring their institutions towards achieving the goals set. The school principal must be able to see changes and be able to see a better future in the life of globalization, so he needs to develop a strategy going forward. (Solikhulhadi et al., 2021)

The principal is the key to the school's success in making changes. So activities to improve and improve learning programs and processes in schools are mainly in the hands of the school principal. The principal has roles and responsibilities as education manager, education leader, educational supervisor and education administrator. School is a complex and unique institution. Because the school is an organization, various dimensions are interrelated and determine each other. At the same time, the unique nature shows that the school as an organization has its character. Then the type of principal's leadership traits influences it, such as; autocratic, authoritarian, passive and democratic leadership (Harun & Usman, 2017).

To improve teacher competence, the principal's leadership is critical in managing teaching and learning activities. Besides that, the principal is also directly responsible for the implementation of all types and forms of rules and regulations that must be implemented either by teachers or students. The principal also plays an essential and strategic role in running the education wheel. The education office has determined that school principals must be able to carry out their work as educators, managers, administrators, leaders, supervisors and motivators (EMASLIM) (Rusdiana, 2018).

Playgroup KB Raudlatul Hasaniyah Sambirampak KidullKotaanyar, KB Raudlatul Hasaniyah Established on August 18, 2008. In 1985 with NPSN, on a land area of 50 M², this educational institution is located on Jl. Elephant stone, SambirampakKidul Village, Kotaanyar District, Probolinggo Regency. (D. School Profile. 2023)

PAUD Raudlatul Hasaniyah is a preschool educational institution with Islamic characteristics and an integrated concept combining religion and science. To form an integrated concept, support is needed from all parties, both internal and external (D.School Profile.2023)

This requires the participation of parents and institutions that manage family planning to form a complete Muslim personality for students to develop children's potential according to their level of growth and development. The sources of funds obtained for family planning development are foundation subsidies, student tuition fees, and assistance from the local community (W.Uswatun Hasanah, 10/01/2023).

At the beginning of the establishment of KB Raudlatul Hasaniyah, it had 24 students and five teaching staff. The learning system used is as follows: one, learning uses a moving class system, namely classes based on themes or subject teachers; two, Learning with a private system and small groups. Three, Learning with a combination system in the classroom (indoor) and outside the classroom (outdoor). The three learning systems aim to implement learning more effectively and to be able to determine the level of physical/motor growth and development, intelligence (thinking power, creativity, emotional and spiritual intelligence), social-emotional (attitude, behaviour, and religion), as well as language and communication passed by children. The lessons provided are counting, reading (knowing characters and spelling), singing, socializing in the environment, skills, and art. (W. LailiMasruroh, 10/01/2023).

The purpose of establishing KB is to guide, educate, and nurture students towards forming a generation of superior, intelligent, skilled Muslims with complete Muslim personalities so that students have good morals and knowledge. Both in terms of quantity and quality. (W. Uswatun Hasanah, 10/01/2023).

During the observation period, it was found that there were teacher competencies that needed to meet the S1/D4 academic qualification standards. Teaching was not by these teachers' academic knowledge and competence. Of the seven teachers, five teach not by the majors taken in tertiary institutions, and two are by their competencies (O.1-10/01/2023).

There is teachers' social behaviour that discriminates against students; there are teachers who are less disciplined in wearing uniforms, lack teacher communication, homeroom teachers and student guardians and a lack of order in the hours of entering and leaving. Based on the existing reality, teacher competence needs to be revised to the desired competence. Therefore teacher competence needs to be increased again (O.1-10/01/2023).

The researcher describes several research results to avoid repeating the same research theme. Previous research includes: first, Pipin Sulistiana's "Strategy of the Principal in Improving Teacher Professionalism Competence in Wahid Hasyim Malang Islamic Elementary School". The results of this study suggest that the principal's strategy in improving teacher professional competence uses a collaborative strategy, namely a strategy that can make changes more quickly in achieving its goals. (PipinSulistiana, 2015), The Similarities Regarding this research, in essence, they both examine the Principal's Strategy, while the difference is that this research discusses the professional competence of teachers.

Second, Dede Anik FH "School Principal's Strategy in Improving Teacher Performance at Al-Shighor Middle School". The results of this study suggested that the strategy for improving teacher work was carried out by the principal of SMP al-Shighor using: Teacher Performance Development, teacher discipline development, control and supervision, motivation, appreciation, and instilling commitment (Dede Anik FH, 2011). The similarities: In essence, this research examines the same principal strategy, while the difference is that this research discusses teacher performance.

Raudatul Hasaniyah PAUD was chosen as the location for this research because Raudatul Hasaniyah PAUD is part of a formal institution that is equally guided to make continuous efforts to improve the quality of its education. PAUD Raudatul Hasaniyah still needs to catch up compared to other PAUD (W. Uswatun Hasanah, 10/01/2023). Based on the school's information, the writer is interested in researching "The Principal's Strategy in Improving Teacher Competence in PAUD Raudatul Hasaniyah Sambirampak Kidul".

RESEARCH METHODS

The research method in this study used a descriptive qualitative method. Qualitative research is an inquiry strategy that emphasizes searching for meaning, understanding, concepts, characteristics, symptoms, symbols or descriptions of a phenomenon, focused and multi-method, natural and holistic, prioritizing quality, using several methods, and presenting narratively.

The types and approaches used are qualitative and case study approaches. For this reason, this research was conducted to describe, understand and interpret phenomena, events, cases and social activities at the research locus, namely PAUD Raudlatul Hasaniah Sambirampak Kidul Kotaayar Probolinggo.

In simple terms, qualitative research aims to find answers to a phenomenon or question through the systematic application of scientific procedures using a qualitative approach. Denzin and Lincoln state that qualitative research uses a natural background to interpret phenomena that occur and is carried out by involving various methods in qualitative research (Shidiq&Choiri, 2019).

This research was conducted in group A PAUD Raudlatul Hasaniah Sambirampak Kidul Kotaayar Probolinggo. This research was conducted from January 2023 to February 2023. The subjects of this study were students in class A PAUD Raudlatul Hasaniah Sambirampak Kidul Kotaayar Probolinggo, with a total of 25 children. Some of the data sources used in this study were obtained from several research informants, namely people who can help provide information on the situation and conditions of the research background. The informants included school principals, the Curriculum Deputy Head, class teachers, and students of class A PAUD Raudlatul Hasaniah Sambirampak Kidul Kotaayar Probolinggo.

Data collection technique with the technique of snowball sampling. Snowball sampling is a technique for data sources where the number is initially tiny. They are not

able to provide complete data, so they have to look for other people who can be used as data sources. . the researcher chose the core data source, in this case, the Head and Teacher of the Raudlatul Hasaniyah Sambirampak Kidul Kotaayar Probolinggo PAUD class who were considered to provide the necessary data, then based on the data or information obtained from the sample the researcher could determine other samples considered to provide more complete data.

Data collection techniques used in this study were interviews, observation, and documentation. Interviews are a data collection technique that obtains information through conversations or questions and answers by exploring direct data sources (Rahmina et al., 2020).

The interview used in this study was unstructured, free, without systematically arranged interview guidelines, but only in the form of problem lines to be asked (Anita, 2018). This interview aims to obtain complete information about the object to be studied.

Observation is a technique for observing targets using the observation sheet (Rahman, 2018). The data taken was from students' interpersonal intelligence using the group A storytelling method. Documentation is a record of events in the form of pictures, writings or the works of someone (Aristia et al., 2020).

Documentation is enabled to make research results more reliable. Documentation is done, namely taking photos of children during learning that can improve interpersonal intelligence through storytelling.

Data analysis is considered the primary key in research. Because by analyzing the correct and appropriate data, we can present the research results as a scientific report that can be benefited. So that a wise researcher must know all the theories related to data analysis in order to be able to conduct proper research; this study will use a qualitative descriptive analysis of the Miles and Huberman type. This analysis will provide a clear picture of the research focus above. Data analysis techniques in case study research have structured and specific analytical methods developed by Miles and Huberman, namely: data reduction, data presentation and drawing conclusions.

RESULTS AND DISCUSSION

Principal's strategy in improving teacher competence in PAUD Raudlatul Hasaniyah Sambirampak Kidul Kotaayar Probolinggo.

After going through the process of collecting data in the field and interviewing research informants, some observations and documentation made by researchers can present the following data:

Preparation to become a competent teacher is a challenging task for school principals in the school environment. At the same time, the manifestation of the government's role in efforts to increase competence is establishing competency standards and implementing teacher certification. The government's efforts to improve teacher competency standards and certification included the passage of the Teacher and Lecturer Law, which was followed up by developing a draft government regulation (RPP) on teachers and lecturers. All of this is a manifestation of the government's role in increasing the professionalism and competence of teachers.

There are several strategies followed by the Principal of the RaudatulHasaniyah school in conducting coaching to teachers, namely:

Workshops

Workshops are one way that various groups of people often carry out because workshops are group activities that the community believes are activities that can solve a problem and provide solutions and information. Likewise, workshops are often carried out in education to socialize matters related to educational issues.

Therefore, in addition to increasing the competence of teachers by holding and carrying out coaching in schools, the Principal also holds workshops; these activities are held outside and within the institution itself. As said by the Principal of the Early Childhood School, RaudatulHasaniyah. "The form of the strategy that I give to teachers

is holding workshops. Both workshops related to curriculum, making good lesson plans (RPP), and learning media. With the aim that the quality of teachers is constantly improving and by the competence of being a teacher (W. Uswatun Hasanah 23/02 2023).

The deputy head of curriculum corroborated this: "With workshop activities, it is hoped that teachers will gain new experiences and be able to foster creativity and produce valuable results from the teaching and learning process. Besides that, teachers can cultivate deeper social feelings towards students, fellow educators, and the community (W. Waka Curriculum 25/02/2023).

The workshop activities at RaudatulHasaniyah Early Childhood Education are one way for the school principal to improve teacher competency with workshops to make teachers more competent.

The Principal's strategy for improving teacher competence in PAUD Raudlatul Hasaniyah has gone well. It is to the existing theory: Workshops are defined as routine group learning activities from several teachers solving a problem, including conversation.

Many experts argue about the meaning, purpose and benefits of training. However, from these various opinions, they are not much different. Sikula in Sumantri (2000:2) defines training as: "a short-term educational process that uses systematic and organized methods and procedures. The trainees will learn practical knowledge and skills for specific purposes. According to Good, 1973 training is "a process of helping others acquire skills and knowledge" (Rochyadi, 2014).

Meanwhile, Michael J. Jucius in Moekijat (1991: 2) explains the exercise "To show each process for developing talents, skills and abilities of employees to complete certain jobs". The definition of training, according to the Center for Development Management and Productivity, is "learning to change the behaviour of people in carrying out their work". Training is a process of assisting employees or workers in mastering specific skills or helping to correct deficiencies in carrying out their work (Rahmadani&Marsidin, 2023).

The real difference with education is known that education is generally philosophical, theoretical, and general and has a relatively long learning period compared to training. What is meant by learning implies the existence of a learning process that is inherent in a person. Learning occurs because there are people who learn and learning resources available. In this sense, learning is the condition of a person or group who carries out the learning process.

The characteristics of the workshop are. First, the problems discussed are "life-centred" and arise from the teacher. Secondly, to maximize mental and physical activity to achieve a more meaningful level of professional growth after attending the workshop or workshops. Third, the method used in work is a method of solving problems, deliberations and investigations. Fourth, implemented based on shared needs. Fifth, Using sources that provide significant assistance in achieving results. Sixth, Always maintain a balanced life besides developing knowledge, skills and changes in behaviour. (Rusdiana, 2018).

Supervision

A school principal must carry out supervision to know the course of the learning process so that learning is taking place in the classroom; this includes the duties of a principal so that what is planned can go according to what has been done. This is in line with what was said by Ms Uswatun Hasanah, M.Pd:

"According to Mrs. Uswatun Hasanah. Supervision aims to determine directly how teaching and learning activities are carried out by the teacher when teaching and learning activities take place to determine the class atmosphere in the learning process (W. Uswatun Hasanah 23/02/2023).

This statement is also supported by the results of an interview with Ms Laily Masrurroh, S.Pd, I: "The manager does not notify in advance which class teachers will be supervised with the aim that the teacher always prepares learning materials well. In

supervision, the principal observes the teacher's learning process. In addition to the learning process, the teacher observes lesson plan preparation, filling in journals and attendance. (W. Laily Masruroh 27/02/2023).

This was proven when the researchers made observations; it was seen that after the first break and the learning process activities were started by Ms YatimatulBariroh, S.Pd., the principal visited the Group A class, and at that time, the manager was observing the learning process as it took place (W. YatimatulBariroh 28/02/2023).

The existence of supervision activities in supervising the time the learning process takes place carried out by the principal is indeed carried out in order to achieve a good learning process and see the readiness of a teacher in teaching (D. School Profile. 2023)

The principal as supervisor means the work of the principal as supervisor, controller, trainer, director, and sample giver to teachers and staff at school. One of the most important things for school principals as supervisors is to understand the duties and positions of employees or staff in the schools they lead. Thus the principal not only supervises employees and teachers who are undergoing activities, but he also provides extensive knowledge and understanding of the duties and functions of his staff so that supervision and training go well and do not expose (Supit et al., 2021).

Supervisory functions to help, give and invite. Moreover, judging from its function, the supervisory role is clear. A supervisor can have the following roles: first, a coordinator can coordinate teaching and learning programs and assignment of staff members with different activities among teachers. Second, as a consultant, I can assist in consulting with problems experienced by teachers individually and in groups. Third, as a group leader, I can lead several teacher staff in developing group potential. When developing the curriculum, study materials and professional needs of teachers together. Fourth, an evaluator can assist teachers in assessing the results and teaching and learning process (Shaifudin, 2020).

Based on the results of the explanation above, the principal must be able to carry out his role as the principal and control or supervisor activities at school, including activities. As stated in the Minister of National Education Regulation No. 19 of 2007, dated May 23, 2007, concerning Education Management Standards for Educators and Education Personnel, namely, "School/Madrasah Principals carry out their duties and responsibilities as school/madrasah management leaders.

Training

Training is carried out by someone with experience who has already become a potential. Train someone to become a professional according to the field in which he is engaged. What Mrs. Uswatun Hasanah said that:

"With Raudlatul Hasaniyahini's PAUD teacher training, it is hoped that he will be able to add skills, insight and experience to advance his personality and personality as a teacher who is required to be professional (W. Uswatun Hasanah 23/02/2023).

Meanwhile, according to Ms YatimatulBariroh, S.Pd, she revealed that: "Teachers are sent to attend training so they can add knowledge and insight so that they are experienced in delivering material well. Which later can be conveyed or practised to the students he teaches (W. Yatimatul Bariroh 28/02/2023).

PAUD teacher Raudlatul Hasaniyah can also use education and training activities to add knowledge and insight, which will be implemented for students taught during training (W. Uswatun Hasanah 23/02/2023).

Early Childhood Education (PAUD) in Law Number 20 of 2003 concerning the National Education System includes formal and non-formal PAUD, where the two types of PAUD complement and strengthen each other to provide access to quality PAUD and can reach remote villages. Nowadays, people's awareness of the importance of early childhood education (PAUD) is increasing, marked by the rise of PAUD institutions in various places. This is undoubtedly interpreted positively (Kepala et al., 2018).

As stated in PP No. 19 of 2005 concerning National Education Standards on educator standards, here it is stated that a PAUD educator has at least SI/D IV

PAUD/Psychology education. To meet these standards is quite tricky, meaning that it requires substantial efforts from all parties, one of which is by facilitating quality improvement activities in the form of education and training for tutors or PAUD educators. Education and training taken by PAUD educators to improve their competence can be through seminars, workshops, and competency education and training. A seminar is a meeting held to discuss a problem and find a scientific solution to this problem (Ibeng, 2020).

Meanwhile, a workshop is an activity where several experts in a particular field gather with a group of people with the same professional background and interact with each other to discuss specific issues (maxmanroe.com, n.d. in Isnaini et al., 2020). Most important, education and training are needed to improve the quality of abilities related to workability, thinking and skills (Hidayat&Nurasyiah, 2017).

Primarily education is heavily influenced by global developments. To respond to this situation, all stakeholders in the education sector must manage global change (Abdullah et al., 2023). In other words, the importance of education and training (Training) in the organization is the improvement of employee performance which includes knowledge, attitudes, and skills that support each employee as desired by the institution (Pakpahan, Siswidiyanto, &Sukanto, 2014).

The impact of the principal's strategy in increasing teacher competence in PAUD Raudlatul Hasaniyah.

The impact of the strategy implemented in the Raudlatul Hasaniyah PAUD school is:

Increase teacher creativity

Teacher creativity is increasing with the existence of various learning models in the classroom. This is in line with the results of an interview with Ms Uswatun Hasanah, the Head of the Raudlatul Hasaniyah PAUD School, who said: "With the supervision of the teachers, they are more active in improving and enhancing learning, because there will be supervision from the foundation, so there will be additional teachers enthusiasm, maybe because I am afraid the most (W. Uswatun Hasanah 23/02/2023)."

According to the head of PAUD, Raudlatul Hasaniyahini, Supervising feels that he will benefit from this because it automatically creates teacher enthusiasm and creativity (W. Uswatun Hasanah 23/02/2023).

The task that the principal must carry out in leading or managing the school is to improve the quality of education. Improving school quality is one of them with teacher creativity; increasing teacher creativity will quickly improve school quality.

To improve the quality of education or school quality, every educational institution will always try to improve the quality of graduates. It is impossible if education or schools can produce quality graduates, but not through a quality educational process. The quality of education is comprehensive, involving all components of implementation and educational activities, referred to as total quality (total quality).

Teacher professionalism

Professionals are needed by everyone, especially a teacher because the teacher is the main component in student learning, not only professional; a teacher must also be innovative and creative and have expertise in educating. Therefore, the Principal of PAUD, Raudlatul Hasaniyah, tries to create professional, creative, innovative teachers and experts in their field.

Moreover, this has been genuinely felt by the Principal of PAUD, Raudlatul Hasaniyah, as the researchers documented in the interview results: "Teachers have become more professional in fostering their students. Also, the teacher can be more expert and master in Learning. So that Learning is more systemized and runs according to what is planned. Learning runs effectively, and the teacher remains enthusiastic and

knows what he should be doing (W. Uswatun Hasanah 23/02/2023).

Moreover, this statement was confirmed by Ms Laily Masruroh S.Pd, I; she said, that: "Learning runs effectively because there is support from all parties, whether from a manager, teacher, students and guardians of students all play a role in the success of the teaching and learning process, especially those in Raudlatul Hasaniyah PAUD school. Besides that, the teacher is more expert in his field, more skilled, and more innovative and Learning (W. Laily Masruroh 23/02/2023).

The strategy implemented at the Raudlatul Hasaniyah PAUD school is going well so that the teaching and learning process goes according to education as it should. Even though a teacher's salary is not much, the teacher is still enthusiastic about carrying out his duties as a teacher. At Raudlatul Hasaniyah PAUD school, this involves not only several parties but all parties from school management, teachers, students and parents to make the learning process successful (D. School Profile 2023).

Teacher professionalism is often associated with three critical factors: competence, teacher certification and teacher professional allowance. These three factors are allegedly closely related to the ups and downs of the quality of education. Professional teachers who are proven their competence will encourage the realization of performance processes and products that can support improving the quality of education (Purwanti&Yusrizal, 2014).

The strategy that has been carried out by the Principal of PAUD, Raudlatul Hasaniyah, is solely to carry out his duties as the Principal and improve the quality of existing education through increasing teacher competence with competent, qualified and also professional teachers. This will create a vibrant and fun learning atmosphere.

Adequate Facilities

The existence of adequate facilities is the desire of all parties in the institution. When the facilities and infrastructure are met, the lessons will be more conducive and practical; this is to the statement of Ms Laily Masruroh S.Pd, I, she said:

"Alhamdulillah, in terms of facilities and infrastructure here, in my opinion, they are pretty adequate like PAUD schools in general, yes there are classes, there are learning tools and others (W. Laily Masruroh 23/02/2023).

Educational facilities are necessary for the educational process, so it is included in the components that must be met in carrying out the educational process. Without educational facilities, the educational process will experience severe difficulties, even frustrating education. An event that must be avoided by all parties involved in education (Kurnianingsih, 2017).

Educational facilities can be grouped into four groups, namely land, buildings, equipment, and school furniture (site, building, equipment, and furniture). For all of these facilities to significantly contribute to the course of the educational process, they should be appropriately managed. (Mulyono. 2010)

The process carried out in the management of educational facilities and infrastructure has several stages, namely as follows: first, Educational Facilities and Infrastructure Planning. Planning learning facilities or tools is more challenging than planning infrastructure (tables and chairs) which only considers tastes and available funds. The process of procuring facilities must consider more, and all of them are educative. Second, Procurement of Facilities and Infrastructure. Procurement of educational facilities is an activity that aims to obtain educational facilities needed for the smooth process of education and teaching. Third, Maintenance and Storage of Facilities and Infrastructure. Activities after the procurement process is recording, storing, and maintaining educational facilities. Recording an inventory must be carried out in detail. Fourth, Use of Facilities and Infrastructure. The educational facilities provided are intended to expedite the teaching and learning process. Fifth, the Elimination of Facilities and Infrastructure. The erasure of educational facilities and infrastructure is an activity of eliminating institutional property (which can also be state property) from the inventory list in a manner based on the applicable laws. Minor damage to educational facilities is still possible, but if significant damage is repaired, it

is not economical, effective and efficient; these facilities should be abolished (SuharsimiArikunto& Lia Yuliana., 2008).

PAUD Raudlatul Hasaniyah has met standards like schools, which should have adequate facilities, such as play equipment for students.



Figure 1. Principal's Strategy

CONCLUSION

The principal's strategy for improving teacher competence in PAUD Raudlatul Hasaniyah Sambirampak Kidull, the strategy set by the principal for improving teacher competence includes a. Workshop: Workshop is a routine learning activity in groups that occurs several teachers who solve a problem, including conversation; supervision: To find out how far the teacher can carry out learning, periodically the principal needs to carry out supervision activities, which can be done through class visit activities to observe the learning process directly, especially in the selection and use of methods, media used and student involvement in the learning process, Training: Training or what is known as flash education is essential to support new skills, sensitivity, stimulation and knowledge for teachers. Regularly scheduled training will provide results that increase and be better than before.

The impact of the principal's strategy in increasing teacher competence in PAUD Raudlatul Hasaniyah Sambirampak Kidull includes a. Increasing teacher creativity will quickly improve school quality. Teacher professionalism: Teacher professionalism is often associated with three critical factors: competence, teacher certification and teacher professional allowance. These three factors are allegedly closely related to the ups and downs of the quality of education. Adequate Facilities Educational facilities can be grouped into four groups, namely land, buildings, school equipment and furniture (site, building, equipment, and furniture). For all of these facilities to significantly contribute to the course of the educational process, they should be appropriately managed..

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