



THE RULE OF HEADMASTER IN IMPROVING TEACHER PEDAGOGY COMPETENCE AT SMPS ASSALAMIYAH OMBEN

Marsuki Fadli¹, Hurriyatul Ifadhah², Ali Nurhadi³

^{1,2,3} Institute Agama Islam Negeri Madura

Email: mfadlyalbantany@gmail.com¹, hurriyatulifadhah01@com²

Abstract:

In the education process changes will continue, both scientifically and planned changes, in accordance with the capabilities and wishes of the school. The headmaster is one of the drivers of positive and significant change in education. It can be shown that there are many quality schools because they are led by headmaster who are able to guide and provide direction to the teacher council. The headmaster is leader has an important role in improving teacher competence. The ability of the headmaster to foster and assist teacher competence with the aim that teachers can solve problems properly and carry out their duties properly and efficiently. So on this season the researcher want to find out how is the role of the headmaster in improving teacher pedagogic competence, and what are the obstacle factors and supporting factors for headmaster in improving teacher pedagogic competence at Smps Assalamiyah Ombenl

Keywords: *The Role of Headmaster, Competence Pedagogic, Obstacle and Supporting*

INTRODUCTION

Schools are one of the places for the formation of the nation's next generation, therefore schools are expected to be able to product that can be expected by the community later and the nation that can participate in advancing the nation, in view of the very rapid technological and scientific advances in its development demanding Educational Institutions to be able to customize it. Adequate school personnel and staff are needed which will become the main focus of attention for each institution, school personnel, namely teachers who will be the forefront in determining the quality of education, so qualified teachers are needed who are able to carry out their duties as good educators. and efficient. Teacher who has high enough potential to be creative and improve their performance, however, it should be noted that educational institutions still have school authorities who regulate and lead the running of the educational institution system, namely the headmaster where the headmaster plays an important role in improving educational institutions. The headmaster is the most important component of this because the headmaster has a dominant role in improving the quality of quality education that can help the development of the nation.

The headmaster is a leader, the word leader comes from "leader" which means leader, so the headmaster is a leader who has a certain personal superiority who will be responsible for directing other people to make joint efforts to achieve certain goals. Then Atmosudirdjo also revealed that leadership is someone who has a series of abilities and personality traits such as the obligation to be used as a means of leading and convincing them to carry out the tasks that will be given to them willingly, enthusiastically, accept them happily, without feeling forced, and do it with a sense of burden.

From the statement above, it can be interpreted that the headmaster is a functional teacher who is given the task of leading a school. headmaster have advantages when compared to their peers, the leader must utilize all personnel effectively and efficiently so that the school can achieve its goals. the school. As a headmaster must be able to supervise and supervise teachers in improving learning, the headmaster as a supervisor must guide teachers effectively and efficiently and also increase trust. Leaders who have great influence so that advice, suggestions and if necessary, orders are followed by teachers in how to think, behave and act, but a good headmaster is not just a good planner but also implements and guides teachers so that they help teachers improve their competence in carrying out their duties - duties as educators.

A good teacher will get good students because the teacher is a facilitator who will have a big influence on students, because the process and results of students are not only determined by the school, a good curriculum system, but part of it is determined by teachers who are competent with teach and guide students well. Hamalik also said that the competence possessed by the teacher would be better able to create an effective learning environment and be able to manage the class so that the implementation of learning would be maximized .So from this it is necessary to have a teacher who is professional and competent in carrying out learning tasks properly, the task of a teacher is not only to provide material as learning but to provide guidance, assess learning outcomes, conduct training and provide community service, especially for educational institutions and universities.

It can be said that teacher competence is the completeness of knowledge that must be possessed in the teacher so that he can carry out his performance appropriately, effectively and efficiently, because for a teacher not only is skilled in teaching but also must have a good personality in being able to collaborate within the school. or outside of school.

Teacher pedagogy is something that describes the abilities or qualifications of a teacher in managing learning for students. On the other hand, it can be interpreted that pedagogic is generally about mental and physical potential that has the expertise to promote learning, organize, assist, and evaluate to actualize their potential. Therefore, the pedagogic competence that must be possessed by an educator and needs to be improved into teacher professionalism in teaching, but doing improving teacher competence of course there are obstacle and supporting the teacher role in improving teacher pedagogy competence.

RESEARCH METHODS

In this opportunity would conduct the research and the researchers are interested in conducting research at SMPS Assalamiyah Omben and raise the title “THE RULE OF HEADMASTER IN IMPROVING TEACHER PEDAGOGY COMPETENCE AT SMPS ASSALAMIYAH OMBEN” researchers want to know how are the roles of the headmaster in improving teacher pedagogic competence, and what are the obstacle factors and supporting factors for headmaster in improving teacher pedagogic competence at Smps Assalamiyah Omben.

The researcher is going to describe the method which is used from the beginning to the end of the researcher. The approach of this research is going to apply by researcher in qualitative research . In this research, the researcher will describe the central phenomenon and report the data with detailed information. The role of researcher in this research as an observation to collect data based on observation, documentation, and interview that related with the roles headmaster in improving teacher competence and what are the obstacle and supporting the headmaster roles in improving the teacher competence pedagogy as Smps Assalamiyah Omben. For research setting the researcher was conducted at Smps Asslamiyah Omben. The subject of study is Smps Asslamiyah Omben especially for headmaster and teacher at Smps Assalamiyah Omben and the object of study is the role headmaster in improving teacher pedagogy competence and the obstacle and supporting the headmaster role in

improving teacher pedagogy competence. To collect data researcher used non-participant and the interview researcher use unstructured interview. Researcher use triangulation to make the data from some course it means the data that the researcher got the data are from different sources but use the same technique.

RESULTS AND DISCUSSION

Based on the theory that found by researcher in Rini dewi andriani's article, there are seven roles of headmaster is as leader of school there are :

1. The first role of the headmaster is an educator, apart from the headmaster who is known as the leader the principal has another role, namely as an educator. The essence of the education process is the implementation of teaching and learning activities and the teacher is the main executor and developer of the school curriculum. High commitment must be owned by the headmaster so that the curriculum and teaching and learning activities in schools continue to be considered and improve the competence of teachers, and also always try to improve their competence, so that teaching and learning activities continue to increase every time .

2. One of the duties of the headmaster in managing education is to carry out teacher professional maintenance and development activities, therefore the headmaster facilitates and provides opportunities for teachers to be able to carry out various educational training activities in professional development, training within school or outside of school such as MGMP/MGP, in-house training, discussions in school forums or meetings, holding monthly development activities. Training outside of school such as continuing education, following technical guidance, or training activities held by other parties .

3. The headmaster also plays an important role as an administrator, especially in financial management, to achieve teacher competence cannot be separated from financing. How much the school can manage the budget to improve teacher competency, therefore the headmaster can allocate an adequate funding budget to improve teacher competency.

4. The headmaster needs to supervise teachers to find out how far teachers are able to carry out the learning process, this can be done with class visits so they can observe the ongoing learning process carried out by teachers, especially in using learning methods and choosing learning media and student involvement in follow the learning process. From the results of this supervision, it is not to judge the inability of a teacher in the learning process but to find out the weaknesses and advantages of the teacher in carrying out learning and the level of competence of the teacher concerned, and then as the principal helps solve problems, provide solutions, and follow up so that the teacher can improvement and continue to develop the potential that is already owned by the teacher.

5. There are two theories that must be understood by the headmaster as a leader who can encourage the improvement of teacher competence, namely task-oriented leadership and human-oriented leadership. headmaster can carry out these two theories to improve teacher competence in an appropriate way that is flexible according to existing conditions and needs. One's leadership can be known from the personality and personality of the headmaster as a leader will be reflected in the following traits: (1) honest, (2) confident, (3) responsible, (4) willing to take risks, and decision, (5) big hearted, (6) stable emotions, and (7) exemplary.

6. Teachers will be more motivated to show superior performance and also be more motivated in increasing their competence if the headmaster creates a work climate by cultivating and working conductively, therefore the headmaster should pay attention to the following principles to create a culture and a conducive working climate : (1) teachers will be more active at work if the work is more interesting and enjoyable, (2) set clear goals because they know the goals clearly beforehand they can know the goals for their work, and also teachers can involve or assist in preparing these goals , (3) always informing students about their work, this helps teachers know what they are going to do so that teachers can prepare before the implementation takes place, (5)

meet the socio-psycho-physical needs of teachers, so that teachers can get satisfaction.

7. In applying the principles of entrepreneurship associated with increasing teacher competence, the headmaster should be able to create innovation, comparative advantage, and take advantage of various opportunities. headmaster with a strong entrepreneurial attitude will dare to make innovative changes in their schools, including changes in matters related to the student learning process and the competence of the teacher.

Based on the research findings, the researcher then conducted discussion using various theories, research results, and opinions of the experts.

The role of headmaster in improving teacher pedagogy competence at Smp Assalamiyah Omben

1. Educator: Referring to the theory about the function of the headmaster as an educator and then related to the results of the research above, the researcher can conclude that as an educator the principal at SMPS Assalamiyah Omben and the teachers always try to direct students to further explore their affective aspects. The mental development and attitude of students as learners are really realized by the headmaster and is the main role of an educator who must really function properly. One of the things that the headmaster did in relation to his role as an educator is to give freedom to students to be creative and show their best abilities.

The headmaster realized that if this can be applied on an ongoing basis it will have a positive impact on the creativity of students who are increasingly developing. One of the things that shows the role of the principal as an educator can be seen from the achievements of students at school. The achievements of the school in the last five years are enough to prove that the performance of the principal at SMPS Assalamiyah Omben is quite good.

2. Manager: The theory put forward and related to the results of the research, it can be concluded that the performance of the head of SMPS Assalamiyah Omben as a manager is quite good, because based on the interview results it was found that several things were done by the principal in empowering education staff in schools which were manifested in giving dynamic directions, coordinating staff education in carrying out tasks, giving prizes to those who excel and giving punishments to those who lack discipline in carrying out tasks, utilization and maintenance of school facilities and infrastructure, recording the performance of various educational staff and developing programs to increase professionalism. All of this is carried out by the school principal in stages and continuously.

headmaster is always active in giving suggestions, opinions, accommodating teachers' ideas. Teachers are always trying to explore ideas about how to improve strategies and breakthroughs towards learning effectiveness. Then if according to the principal the teacher's ideas are not yet effective and efficient then the headmaster will provide input or suggestions which are then discussed together.

3. Supervisor: There are teachers at Assalamiyah Omben Middle School who understand and do not understand the cultural conditions and character of the students they are facing. They want to be directed to where these students are, considering the weight and character of the schools they come from are different, so this is where the role of the principal is to direct teachers to improve learning management and direct them to improve teacher pedagogic competence.

The teacher's most important task is to condition the environment so that it supports changes in behavior in a better direction and the formation of student competence. So a teacher is required to carry out learning management optimally and must be ready to be supervised by the school principal to improve pedagogical competence. A teacher in learning management must master learning materials, manage classes, interact well with students, master educational foundations, and assess student achievements for education and teaching.

The obstacle factor and supporting factor the role of headmaster in improving teacher pedagogy competence at Smps Assalamiya Omben.

Supporting factor: The supporting factor for headmaster in improving teacher

pedagogic competence at SMPS Assalamiyah Omben lies in the availability of media that supports the process of conveying information. The ease of communicating and easy delivery of information can certainly increase the competence of the teacher so that the teacher can be more enthusiastic about exploring and improving the competence he has.

The headmaster at SMPS Assalamiyah Omben is also active in providing training to teachers in each of their respective fields. So that these trainings can have a positive impact on the progress of teacher pedagogical competence. Then the supervision carried out by the principal can directly provide feedback for the development of teacher competence. So that the principal can find out what things need to be fixed from each teacher and then look for alternatives that can overcome these things that need to be fixed.

Obstacle factor: For the obstacle factor, namely the lack of will from each teacher in improving the competence they have. There are a number of teachers at SMPS Assalamiyah Omben who still don't care about pedagogic competencies that need to be improved. They just like carrying out tasks such as teaching automatically and will continue like that. This is where the principal's responsibility lies in carrying out supervision so that teachers who do not yet have the will can change their mindset in a better direction to improve pedagogical competence.

Another factor is that the headmaster has limited time, as the headmaster must be able to manage time well, know the headmaster's activities not only at school but outside of school such as attending school meetings traveling for business purposes, this causes the headmaster to be unable to carry out direct coaching.

CONCLUSION

The researcher concluded that the role of the headmaster in improving the pedagogical competence of teachers at SMPS Assalamiyah Omben had been carried out quite well. In this case, it can be seen from the principal's role as an educator, the headmaster's role as a manager, the headmaster 's role as a supervisor. Then to improve the pedagogical competence of teachers. the headmaster carries out his role by directing and guiding teachers to manage learning, planning the implementation of learning, and evaluating learning outcomes. The role of the headmaster in improving teacher pedagogical competence at SMPS Assalamiyah Omben is quite good. This can be known based on the results of research researchers. It can be seen from the implementation of supervision carried out by the headmaster by visiting classes, fostering teachers who are less competent in terms of pedagogic competence, the existence of training, providing opportunities for teachers to play an active role so as to produce outstanding students.

The two factors found by researchers regarding the development of teacher competence, the first. lack of willingness from each teacher to improve the competence they have, and secondly. The limited time that the headmaster has in supervising is due to the various activities that the headmaster has outside of school.

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