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Teacher Professional Competency Improvement Management in Realizing Quality School (Qualitative Descriptive Study at SMPN Cirebon City)

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Abstract

This research is motivated by the low professional competence of teachers, which causes the quality of implementation and achievement of educational goals to be less than optimal. There are various factors that affect the performance of a teacher. The four competencies that must be possessed by teachers are pedagogic competence, personal competence, professional competence and social competence. Two of them are considered to be serious and crucial problems, namely pedagogical competence and professional competence, but this research focuses on teacher professional competence. The purpose of this study was to find out, describe and analyze the management of increasing the professional competence of teachers in creating quality schools. The theory used in this study is the management theory of planning, organizing, directing, coordinating and supervising. The method used in this research is descriptive qualitative research. The results of this study indicate that: (1) Planning for increasing teacher competency in realizing quality schools has been carried out in accordance with planning theory through the formulation of goals, strategic steps, educational programs and standardization of goal attainment. (2) Organizing the improvement of teacher competence in realizing quality schools has been carried out through activity components, division of tasks and determination of authority. (3) Guidance

on increasing teacher competence in realizing quality schools has been carried out through a process of guidance and motivation to achieve goals. (4) Coordination of increasing teacher competency in creating quality schools has been carried out through communication and coordination. (5) Supervision of increasing teacher competence in creating quality schools has been carried out through monitoring and evaluation as well as measuring and improving achievement. The conclusion of this study is that the management of increasing the professional competence of teachers has been carried out in accordance with management theory to improve the quality of graduates and create quality schools through planning, organizing, directing, coordinating and supervising.

Keywords

Management, Qualitative Descriptive Analysis, Teacher Competence, Quality Schools.

Introduction

Education is a need and demand of society which is expected to be able to realize a fully quality Indonesian human being. To meet these needs and demands formal education is held in schools, this means that schools are an organization to realize the implementation of education. The implementation of education certainly requires management to achieve the expected goals. "School is a place for organizing the teaching and learning process, so it can be said that a school is an organization that has the authority to organize a teaching and learning process to realize national education goals. (RI Law Number 2 of 1989 article 10 paragraph 2)

Improving human resources is an urgent need that needs to be prioritized by the government in the current era of globalization and information in various fields. One of the strategies to improve the quality of human resources requires increasing and perfecting the implementation of national education at every level in order to realize the goals of national education.

The high or low quality of education is actually the responsibility of the whole nation, but the scrutiny of the public and various mass media shows that the low quality of education is always assumed to be the low performance of educational staff, especially teachers as managers and direct implementers of the teaching and learning process in the classroom.

In particular, school success is largely determined by the teacher. The success of teacher performance is strongly influenced by various factors, namely abilities and skills. Teacher success can also be influenced by interactive relationships between various factors such as the availability of tools, methods, ways of working, and relationships with colleagues. Teachers will work well and productively if they have high competence.

In the management process, the main functions performed by a manager/leader are involved, namely: planning, organizing, leading, and controlling. (Nanang Fattah 2004). Management as a process of planning,

organizing, leading and controlling organizational efforts with all its aspects so that organizational goals are achieved effectively and efficiently.

The low mastery of teachers over professional competence reveals that teachers are still weak and not competent enough for the following sub-competencies: (1) mastering material, structure, concepts and scientific mindsets that support the subjects taught; (2) mastering competency standards and basic competencies in the subjects/fields of science being taught; (3) develop learning materials that are taught creatively; (4) develop professionalism in a sustainable manner by taking reflective action; and (5) utilizing information and communication technology to communicate and develop themselves (Ministry of National Education 2008).

There are four competencies that must be possessed by teachers, two of which are considered to be serious and crucial problems among teachers, namely pedagogical competence and professional competence. From the aspect of pedagogical competence, for example, teachers are considered unable to manage learning optimally, both in terms of understanding students, designing and implementing learning, evaluating learning outcomes, and developing students to actualize their various potentials. From the aspect of professional competence, many teachers are considered to be still stuttering in mastering teaching material broadly and in depth so that they fail to present meaningful and beneficial learning activities for students.

Referring to the Regulation of the Minister of Education of the Republic of Indonesia Number 16 of 2007 concerning Academic and Competency Standards, the low mastery of teachers over pedagogic competencies reveals that teachers are not competent enough over a number of the following sub-competencies:

1. Mastering the characteristics of students from the physical, moral, social, cultural, emotional and intellectual aspects
2. Mastering learning theory and educational learning principles
3. Develop a curriculum related to the subjects/fields being taught
4. Organizing educational learning
5. Utilizing information and communication technology for the benefit of learning
6. Facilitating the development of the potential of students to actualize their various potentials
7. Communicate effectively, empathetically and politely with students
8. Carrying out assessment and evaluation of learning processes and outcomes
9. Utilizing the results of assessment and evaluation for the benefit of learning
10. Take reflective action to improve the quality of learning.

To achieve effective quality schools, school principals and all stakeholders must work hand in hand in full cooperation in all matters. In an effort to improve the quality of education, we 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 that is comprehensive, concerns all components of the implementation and educational activities which are referred to as total quality (total quality). (Mulyadi 2010).

Research Methods

The approach used is a qualitative approach. The qualitative approach was chosen because this research is to describe, examine, and evaluate the Management of increasing the professional competence of teachers in creating quality schools. The steps to describe the data begin with collecting data from interviews, observations, and documentation studies. Researchers and data continuously engage in dialectics and reflect on the meaning of the data obtained to be described in research findings.

To understand the phenomenon of what is experienced by research subjects, for example behavior, perception, motivation, action and others, holistically and by means of descriptions in the form of words and language in natural contexts. (Moleong 2012). This research approach is relevant to the concept that concludes that qualitative research seeks to emphasize aspects of understanding in depth about a phenomenon.

Results and Discussion

Results

a. Planning in Improving Teacher Professional Competence in Cirebon City Public Middle School

Planning strategic steps to be taken in realizing quality schools, namely formulating targets to be achieved, formulating programs and formulating details of activities. As a leader who takes full responsibility but still opens the widest possible communication space to all teacher councils regarding suggestions, what kind of input should be planned.

Personally, the principal and teacher do the planning in advance, it takes place as it is and is impromptu. Likewise in the material aspect, the preparation of files and data documents for teachers of subjects is well structured, so that it is not difficult to verify the teaching staff. Plans made by the school principal and vice principal, public relations, student affairs, sapras, are all conveyed to fellow teachers through coordination and meetings which are held according to the agenda on a regular basis so that teachers understand what the school wants to achieve in increasing teacher competency and improving achievement. student.

Planning for the principal with his role as a leader in planning student achievements must make decisions and implement policies in a democratic manner. In determining the activities that must be carried out by the teacher council, and staff as human resources by providing instructions and motivation at the top and bottom levels in the line of action in accordance with the philosophical policies, procedures and standards set out in school plans.

b. Organizing in Improving Teacher Professional Competence in Cirebon City Public Middle Schools

The school principal prepares, compiles the school organizational structure,

duties, authorities, responsibilities, work and activities that must be carried out by each component of the school organization through the vice principal in curriculum and student affairs and teacher competence is the spearhead in realizing student achievement at school coordinate directly with teachers for the realization of quality schools.

In improving the competence of teachers at SMP Negeri Cirebon City, it begins with creating a team and work program consisting of teachers who are experienced in managing and organizing according to long and medium term goals under the guidance of the school principal and supervising supervisors. The role of the school principal as an administrator organizes the management of teaching and learning administration activities, infrastructure administration, manages financial administration, mail administration, curriculum administration, and student administration in collaboration with employees in compiling completeness regarding school administration, from these administrative activities the program is well organized and orderly administration in the event of sudden supervision, or school accreditation activities regarding programs and activities to increase student achievement.

c. Guidance on Improving Teacher Professional Competence at Cirebon Municipal Middle School

Teacher professional competence needs to be continuously improved so that it is in accordance with the demands of the times, in the era of globalization if you are not ready for the challenges that come from outside and from within, if you do not respond to them as well as possible, you will be left behind. In realizing student achievement programs by guiding all subject teachers related to improving achievement by conducting periodic and continuous assessment and control of teacher performance and competence, allowing teachers to take part in training education so that teacher abilities increase and carry out nuanced learning namely full of affection so as to improve student achievement.

The school principal delegates authority to the deputy principal to coordinate all teacher competency improvement programs. The vice principal also consults and cooperates with senior teachers. In addition to participating in the MGMP, the efforts made by the school principal in fostering teacher competency are sending teachers to attend teacher training or teacher upgrading and seminars aimed at broadening teacher insights. These trainings include (1) Career development at job training centers. (2) Development and dissemination of the 2013 curriculum. (3) Training for improvement of subject teachers. (4) PAK training. (5) computer training. (6) Supporting curriculum training. (7) Training on making teaching materials and teaching aids. (8) PGRI Seminars. (9) Seminar on the welfare of teachers and about the world of education. (10) Subject teacher training workshops. In addition to sending teachers to continue their education to a higher level, so that teachers can understand academic qualifications, gain knowledge and experience as well as new skills and innovations in learning so as to direct the

principal's strategy in fostering optimal work results from teachers so as to create maximum work results and can meet the demands of increasingly advanced education.

d. Coordination in Improving Teacher Professional Competence at Cirebon City Public Middle Schools

The implementation of increasing teacher competence, both workshops or training which is carried out on a schedule and assigning teachers to training, of course gives assignments to teachers according to the implementation activities. In the improvement of the competency program the dominant ones were the principal, then the deputy principal, this shows that the principal really wants the teachers they lead to have developing competencies and be able to advance the school, this is responded well by the teachers towards the activities carried out by the school principal in improving teacher competence, this was well received, there were even some teachers who were very supportive of the activities carried out by the school, the school principal also had a strategy for developing and maintaining teacher competence.

Activities and programs carried out in the management of teacher competency improvement, the school principal takes an approach in implementing the direction strategy and implementing the teacher professional competency development program by holding teacher meetings to coordinate. In addition, the school principal has organized with all school components before the overall school program is implemented and delegated authority to the vice principal.

e. Supervision in Improving Teacher Professional Competence in Cirebon City Public Middle Schools

Supervision is carried out by the principal in order to find out the extent to which the teacher's work program is realized. The principal always monitors and controls teaching and learning activities in the morning by going around each class to ascertain whether the activities are going well or not, and whether the first hour teacher is carrying out his duties of providing material, if not then the principal immediately reprimands the teacher, so that the teacher concerned carry out their duties with full responsibility, if unable to attend they will be replaced by the picket teacher that day.

Supervision is an element in management. Monitoring activities on an ongoing basis are very necessary to help the smooth running of tasks so that teacher performance increases and is able to achieve and is able to catch up and compete. Monitoring activities will have a psychological effect on teacher performance. Teachers who are satisfied with supervision by the principal will work voluntarily which can ultimately increase teacher work productivity.

In controlling teachers, both constraints and problems in the learning process, this becomes joint input to provide solutions to the teacher competency

development process. Supervision activities should be carried out because it is one of the management functions or processes that must be implemented in practice in schools.

Discussion

1. Planning in Improving Teacher Professional Competence in Cirebon City Public Middle Schools

The planning process carried out by the school principal in improving teacher competence at Cirebon City Public Middle School based on the results of school meetings involving all school elements such as the school principal, school committee and teachers found that the main focus of the Principal's planning in improving teacher competence currently includes school personnel, management that supports the improvement of teacher competence.

Every plan has two factors, namely the objective factor and the means factor, both personnel means and material means. Then about planning the management of the school principal and competence with his role as a leader taking full responsibility for both by opening the widest possible communication space to all teacher boards regarding suggestions, what kind of input should be planned. Regarding the duties and authority of the teacher, the principal directs to guide, advise, and provide solutions to students who are active in learning and managing their time as well as possible in order to realize student achievement in this school.

Personally, the school principal and teachers do the planning in advance. Likewise in the material aspect, the preparation of files and data documents for teachers teaching subjects is well structured, so it is not difficult to verify the teaching staff in both schools. The planning function (planning), among others, determines the goals or framework of action needed to achieve certain goals. Setting this goal with reference to the predetermined vision and mission, in addition to assessing the strengths and weaknesses of the organization (SWOT Analysis), determining wants and needs (needs assessment), paying attention to the needs of users (stakeholder analysis), paying attention to strategic issues (strategic issue analysis) determines strategies, policies, tactics, and programs (strategic planning) (Fatah Syukur 2011).

Planning activities include analyzing current situations, anticipating the future, setting goals, determining the types of activities to be carried out, choosing strategies, and determining the resources needed to achieve the main goals.

2. Organizing in Improving the Professional Competence of Teachers at SMP Negeri Cirebon City

The principal provides instructions, opens communication to realize the achievements that will be achieved by students and female students by compiling early semester programs such as evaluating performance, dividing teaching hours

according to their respective fields of study, additional assignments, and specifically discussing other program plans proposed by the teacher council later it was agreed what kind of program should be planned, because as a school principal organizing programs is very fundamental because without careful organization the desired program or achievements will not run optimally and measurably, therefore in meetings it is always properly evaluated so that the plans made be measurable and on target when implemented.

"School is a place for organizing the teaching and learning process, so it can be said that a school is an organization that has the authority to organize a teaching and learning process to realize national education goals. (RI Law Number 2 of 1989 article 10 paragraph 2).

Improving human resources is an urgent need that needs to be prioritized by the government in the current era of globalization and information in various fields. One of the strategies to improve the quality of human resources requires increasing and perfecting the implementation of national education at every level in order to realize the goals of national education.

3. Guidance on Improving Teacher Professional Competence at Cirebon City Public Middle Schools.

The division of labor that has been determined will result in the proper assignment. The role of the school principal as well as an educator or educator in realizing the student achievement program at Cirebon City Public Middle School by guiding all subject teachers related to achievement improvement by conducting periodic and continuous assessments and controlling of teacher performance and competency, allowing teachers to attend education training so that teachers' abilities increase and carry out nuanced learning that is full of compassion so as to increase student achievement.

The executor or activator function occupies an important position in realizing all organizational goals. This function includes leadership functions, motivational functions, communication and other forms in order to influence someone to do something to achieve organizational goals. (Ara Hidayat and Imam Machali 2010).

Principal leadership is a way or effort of the principal in influencing, encouraging, guiding, directing, and mobilizing teachers, staff, students, parents of students, and other related parties, to work/participate and achieve the goals that have been set. According to G.R Terry "Implementation is getting all group members to want to work together and work sincerely and passionately to achieve goals in accordance with planning and organizing efforts". (Malay S.P Hasibuan 2001).

The actuating function is intended as a directing function including giving directions to staff. In order to be implemented in accordance with the plan and can achieve results in accordance with the target, a program that has been included in the plan must go according to direction. (Fatah Thanksgiving 2011).

One of the factors of education management that is important but is still

under-touched in education development programs is the leadership of the school principal. No matter how much the input in a school institution is added or improved, the output will still not be optimal, if the principal's leadership factor, which is a very strategic aspect in the teaching and learning process, is not given adequate attention. According to Rashi

4. Coordination in Improving Teacher Professional Competence at Cirebon City Public Middle School.

The level of success of school management in developing teacher professional competence to improve the quality of education certainly uses program coordination and communication strategies as well as the cooperation of school principals, teachers, staff and related parties within the institution. Principals must use strategies and really need to be implemented in the development of teacher professional competence. In addition, it is necessary to increase motivation, creativity carried out by every human resource in carrying out the education management.

Activities and programs carried out in the management of increasing teacher competence, the principal of Cirebon City Public Middle School by taking an approach that is known to apply a good coordination and communication strategy in developing teacher professional competence by holding teacher meetings to coordinate morning, weekly and monthly.

Management of increasing teacher competence is expected to be able to develop effective school programs, create a conducive school climate and build the performance of school personnel and be able to guide teachers in carrying out the learning process. The principal constantly interacts with teachers and staff, monitors and assesses their daily activities at school.

Coordinating school principals in developing teacher professional competence is implementing an effective coordination strategy for carrying out school programs, making approaches, and supervising education management that can develop human resources, so that educational goals can be realized and the quality of education increases.

5. Supervision in Improving Teacher Professional Competence at Cirebon City Public Middle Schools.

In order to ensure that management is running well or not, the principal directly oversees the performance of my teacher as deputy principal for student affairs and also other teachers who also have an obligation to carry out competencies according to their educational background and participate in good supervision and supervision. student programs, osis, and especially supervision of supervision of the implementation of teachers in teaching.

The principal of the Cirebon City Public Middle School always monitors and controls teaching and learning activities in the morning by going around each class

whether the activities are going well or not, and whether the first hour teacher is carrying out his duties of providing material, if not then the principal immediately reprimands the teacher, so that the teacher who concerned carry out their duties with full responsibility, if unable to attend to be replaced by the picket teacher that day.

As a supervisor in an educational institution, the school principal functions supervisory management by sharing or entrusting teachers with scientific fields to teach, monitor and supervise students' attitudes both during study and outside of class hours, so that students are motivated and continue to focus on achieving goals. and continue to excel.

Conclusions and Recommendations

Conclusion

The management of increasing the professional competence of teachers has been carried out in accordance with management theory to improve the quality of graduates and create quality schools through planning, organizing, directing, coordinating and supervising.

- a. Planning for increasing teacher competence in realizing quality schools has been carried out in accordance with planning theory through the formulation of goals, strategic steps, educational programs and standardization of goal attainment.
- b. Organizing the improvement of teacher competence in realizing quality schools has been carried out through activity components, division of tasks and determination of authority.
- c. Guidance on increasing teacher competence in creating quality schools has been carried out through a process of guidance and motivation to achieve goals.
- d. Coordination of increasing teacher competency in creating quality schools has been carried out through communication and coordination.
- e. Supervision of increasing teacher competence in creating quality schools has been carried out through monitoring and evaluation as well as measuring and improving achievement.

Recommendations

Based on the analysis and conclusions that the researchers have described above, the researchers recommend the results of the research so that schools can improve teacher competence and graduate quality, where these recommendations will be given to parties who are considered related, including the following:

1. For Schools

Schools are fully responsible for the progress and sustainability of the school, bearing in mind that the management of increasing teacher competence in

creating quality schools is very important so that the program runs as expected so that it can improve the quality of learning and achieve quality graduates and become quality schools.

2. For the Principal

Principals can implement teacher competency improvement management based on the situation and condition of teachers and staff. Appropriate application is a combination of supportive, participatory, directive and achievement and quality oriented styles. As a school leader, one must be able to communicate well with teachers and be open with clear, directed and supervised behavior.

3. For Teachers

- a. Teachers must understand the demands of existing professional standards to increase professionalism so that they become a top priority because as professionals a teacher must keep up with the demands of professional development globally and the demands of society who want better service. To meet professional standards is to learn continuously throughout life.
- b. Teachers must actively participate in MGMP activities in order to broaden their horizons, knowledge skills and develop imaginative power, initiative and creativity. These MGMP activities should always raise applicable topics so that the results of the meeting can be used directly to improve the teaching and learning process.
- c. Teachers must build good and extensive peer relations with fellow teachers through work networks or networking. Through a network of teachers can learn from the experience and success of colleagues. Teachers can also gain access to innovations in their profession.

4. For Researchers and Further Researchers

- a. The results of this study are not as perfect as expected, thus the researchers hope for suggestions and constructive criticism from future researchers.
- b. For future researchers, it is hoped that the management of increasing teacher competence in realizing quality schools at SMP Negeri Cirebon City can be used as a reference for developing existing theories

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