



Principal Leadership: Efforts to Increase Teacher Competency in Darussalam Kindergarten Palangka Raya

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Abstract

The principal as the leader has responsibility for everything in the school, including teachers as teaching staff, of course the principal must be able to overcome problems related to teachers, in this case increasing teacher competence. So, the aim of this article is to analyze the planning and implementation of school principal programs in improving teacher competency. This research uses qualitative research. The data sources for this research are the principal and teachers at the Darussalam Palangka Raya Kindergarten. This research data collection technique uses interview, observation and documentation techniques. To ensure the validity of the data, researchers use source triangulation. Then the data was analyzed in four stages, namely data collection, data reduction, data display and data conclusions. Based on the research results, it shows that: *first*, school principals in planning programs to improve teacher competency have not been specifically formulated, but programs that have been implemented to improve teacher competency are contained in the principal's annual work program. The programs contained in the program are conducting RPP checks on teachers, checking teachers' attendance every day, checking teachers' administration every month. *Second*, the implementation of the program to improve teacher competency is carried out referring to the school principal's annual work program. Supervision is carried out once a year, and motivation is carried out when the principal and teachers hold a meeting which is usually held once a month. The principal also pays attention to the orderliness of teacher administration starting from the RPP and syllabus, where the principal checks every day for learning programs in lesson units, and checks teacher administration once a month from the beginning of the school year to the end of the school year.

Keywords: *kindergarten[school principal leadership; teacher competency*

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Introduction

Education is an investment in human resource development, because with education, humans can improve skills and abilities that will be a supporting factor for human efforts in living a life full of challenges and uncertainties (Rasyid, 2015; Hutagalung, 2022). In this framework, education is needed and viewed by humans as a basic need for society that wants to progress and as a process or activity of educating students to know themselves to have potential in themselves (Neolaka & Grace, 2017; Mazrur, Surawan & Malisi, 2023). Every individual involved in education must play a maximum role in improving the quality of education. Because education plays a very important role for the progress of the nation.

Furthermore, in a religious perspective, learning is an obligation for every believer to study in order to improve their lives.

The condition of educational institutions that are growing and leading to scientific competition along with the advancement of technology in education certainly demands reliable human resources and who are able to compete in science. This is a challenge for every educational institution to be able to find reliable human resources who are able to distribute knowledge in the educational process carried out by educational institutions in accordance with expertise or skills so that human resources become professionals. In general, there are two groups of people in the scope of education for the implementation of education, namely groups of people called students and groups of people called educators and educational personnel. Students themselves are all people who participate in education while educators and education staff are people who organize the educational process. These educators and education personnel are then called human resources (Surawan, Anshari & Sari, 2022; Hamdanah, Anshari & Sari, 2023).

Law Number 2 of 1989 concerning National Education System Article 1 paragraph 10 states that what is meant by "Educational resources are supporters and supports the implementation of education which is manifested as energy, funds, facilities, and infrastructure available or held and utilized by families, communities, students and the government, both individually and together" (Heryati & Muhsin, 2014). One important component that must be considered continuously in improving the quality of education is educators, because educators in the context of education have a big role. Educators deal with and interact directly with students, so the key to educational success in schools is determined by educators. Educators are the spearhead of educational and learning activities that become motivators to spur student learning activities. Educators are role models who are able to change and direct fairies.

Educators are one of the important components in improving the quality of education, therefore the competence of educators needs to be considered because it is one of the main keys in producing quality teachers and providing quality learning for their students. It is the duty of the principal to improve the competence of teachers in his institution, because teachers have a big role in the development of the education system and determine the success or failure of a student, especially in the learning process (Mazrur, Surawan & Yuliani, 2022). School principals play a very important role in improving the quality of education, in terms of creating and realizing the ideals and success of students. In addition, the principal also plays a role in mobilizing, managing, fostering and improving the competencies that must be possessed by educators and their education staff to jointly realize the educational goals that have been set. Darussalam Kindergarten is located on Jalan G. Obos Islamic Center Palangka Raya Complex, now this school continues to spur educator/teacher resources to be improved along with the progress of science, technology and globalization in modern times in order to improve the quality of Darussalam Palangka Raya Kindergarten has a vision and mission that must be achieved by the school. To achieve this vision and mission, teachers in schools must have competent qualities in accordance with government regulations, because each student has a different personality that needs to be trained, honed, and fostered in the hope that it will show a better attitude (Surawan & Norvia, 2022).

Based on observations on July 3 2023, Darussalam Kindergarten is a favorite Kindergarten and has many achievements at the city, provincial and national levels. This is because it is supported by the management leadership of the school principal and young teachers. In this case, according to Dewi et al quoted from Anwar (2017), in carrying out his duties as a formal leader, a school principal is faced with school technical problems and is required to be a reliable leader in the midst of a team of teachers. The high or low quality of education is largely influenced by the quality of the learning process carried out by teachers. Therefore, increasing the teacher's ability to manage learning activities at school is the responsibility of the school principal as supervisor, coach and direct superior.

Based on the description above, the school principal must be able to lead and improve the competence of teachers so that they can balance and realize the school's vision and mission and create a generation of high achievers and good morals (Nazilah, 2023). As an educational leader, the principal has responsibility for implementing education in the school. With the leadership of a professional school principal, it is hoped that he can develop an effective school program, and can guide and improve teacher competence. Therefore, the aim of this research is how the principal's leadership improves teacher competency in the Darussalam Palangka Raya Kindergarten.

Methodology

In this study, we are using qualitative methods and qualitative descriptive approaches to describe events in the field based on existing data. After that, an analysis was carried out and concluded either written or oral data from certain people. The researcher attempts to describe the application of the method of forming children's morals at TK Darussalam Palangka Raya. The subjects in the study were head school who taught at TK Darussalam. While the object is the application of the management TK Darussalam in Palangka Raya. Collecting data by means of interviews, observation, and documentation. The data validation technique is source triangulation. While analyzed by collecting data, reducing data, presenting data and drawing conclusions.

Result and Discussion

The presentation of this data was obtained based on the results of interviews, observations and documentation carried out by researchers at Darussalam Palangka Raya Kindergarten regarding the leadership of school principals in improving teacher competency. While conducting research at Darussalam Palangka Raya Kindergarten, researchers gathered information from several informants and documentation that researchers obtained from the administration department and the school principal. This is because teachers play a very important role in helping students' development to realize students' life goals optimally. The task of educators is not only to teach, but also to educate, nurture, guide and shape the personalities of students to prepare and develop human resources capable of filling future leadership. The school principal as a leader must have the ability to provide a constructive influence on all existing educational staff which is carried out cooperatively to achieve the vision, mission and educational goals. In this context, the school principal must be able to carry out his leadership so that his duties can be carried out well (Murip, 2013). For this reason, currently school principals are required to guide and have special skills and strategies for teachers to attract the interest and increase the motivation of their students (Surawan & Arzakiah, 2022).

School Principal Program Planning to Improve Teacher Competency in Darussalam Kindergarten Palangka Raya

Planning is the initial stage carried out by the school principal in formulating a program that will be implemented in the future, usually in an educational institution the principal is responsible for creating an annual work program. The program planning at Darussalam Palangka Raya Kindergarten is made or planned at the end of the school year and before the new school year, the principal makes or plans an annual work program, especially the principal's annual work program without involving teachers or other employees. When the program has been planned or made, it is reported to foundation. This is based on the results of the researcher's interview with NM as the Head of the Darussalam Palangka Raya Kindergarten, he stated as follows: "I usually make the planning in formulating the school principal's annual program at the end of the school year or before the new school year when the program has been formulated, then I provide a report to the foundation about the program I created" (interview with Mrs. NM at Darussalam Kindergarten, Wednesday, July 5 2023).

"Programs to improve teacher competency include teacher supervision, involving teachers if there is training organized by the Ministry of Religion or other institutions, carrying out training within the school scope where the presenters are teachers who take part in training outside of school, providing motivation for teachers at each meeting or meetings, providing guidance to teachers" (interview with Mrs. NM at Darussalam Kindergarten, Wednesday, July 5 2023).

This is in line with what was conveyed by AS as a teacher during an interview conducted by researchers, he expressed the following:

"Usually, every time there is an activity carried out in the ministry of religion, such as training or meetings for teacher guidance, then after the guidance is carried out 2 or 3 days later in the school environment it will be returned based on the experience gained by teachers who take part in activities outside the school" (interview with Mrs. NM at Kindergarten Darussalam, Thursday, July 6 2023).

This shows that teaching staff is an important component in improving the quality of education, therefore the competence of teaching staff needs to be considered because it is one of the main keys in producing quality teachers and providing quality learning for their students. It is the principal's duty to improve the competence of teachers in their institution. The principal's program in improving teacher competency begins with formulating or planning a program before implementing the program. Planning is the initial stage that must be carried out by the principal as a decision-making process. In planning, it is determined what programs will be implemented, the time for implementing the program, the objectives of the planned program, and who will implement the planned program. This is in accordance with the opinion of Karwati & Donni, (2013), according to them, planning is defined as determining in advance what must be done, when it will be done and who will do it. Planning can be seen as a process of making decisions and preparing a series of actions to be carried out. The school principal prepares a program to improve teacher competency which is documented through annual programs, RKS, and RKAS (Afifah, 2022).

Pedagogical Competency

The program for pedagogical competence of school principals includes or assigns teachers to take part in training outside of school and teachers are required to make lesson plans before delivering learning in class, this is so that students' learning is structured in a planned manner, this is based on the results of an interview with A as the principal, he discloses:

"Pedagogical competency means the teacher's understanding or knowledge, so usually the school involves or assigns several teachers to take part in training outside of school such as that held by the Ministry of Religion and other institutions. Apart from taking part in training, teachers are required to make a lesson plan before entering class to provide the material that day, every teacher is required to make a lesson plan and syllabus" (interview with Mrs. NM at Darussalam Kindergarten, Wednesday, July 5 2023).

This is in line with what was conveyed by AL as a teacher who took part in the training/in-house training held by the Ministry of Religion regarding professional teachers where there discussed learning models and how to prepare lesson plans during an interview conducted by researchers, he revealed "Recently I took part in In-house training for professional teachers, there discussing learning models such as preparing lesson plans" (interview with Mrs. AL at Darussalam Kindergarten, Friday, 7 September 2023). In terms of pedagogical competence, schools at Kindergarten Darussalam Palangka Raya require teachers to create annual programs, semester programs, weekly programs and learning implementation plans (RPP) so that the learning carried out by teachers in the classroom is

well planned and systematic. The teacher administration will be controlled or checked by the principal every day in the lesson unit and every month. Apart from that, when there is training outside the school, the principal sends several teachers to take part in the training. After a teacher has taken part in training outside of school, 2 or 3 days later they will hold training internally or within the school with teachers who participated in the training as presenter (Rosyada, Harapan & Rohana, 2021).

Professional Competency

Then for the professional competency program, Darussalam Kindergarten carries out teacher professionalism development which is carried out by supervisors from the Ministry of Religion. This is based on the results of an interview with NM as the principal, he revealed:

"Recently, the school held teacher professionalism training, which was held by the supervising supervisor of the Ministry of Religion. In this activity, teachers were trained to become professional teachers in teaching students. Teachers are trained to be more creative and adapt to students' needs and levels of development when choosing the material to be delivered, teachers are also trained to use information and communication technology in delivering learning" (interview with Mrs. NM at Darussalam Kindergarten, Wednesday, July 5 2023).

In terms of professional competence, teachers receive training outside the school and inside the school (internal). Then the teachers took part in teacher professionalism development activities held by the supervising supervisor of the Ministry of Religion. Apart from that, the school principal also guides teachers to carry out learning that adapts to the needs and level of development of students and uses existing technology to deliver learning in the classroom (Hazal Fitri, 2017, Swandewi, 2021).

Social Competency

Then for the social competency program, teachers cannot be in groups, teachers must mingle or socialize with fellow teachers and education staff, maintaining closeness with students so that they are not too familiar. This is based on the results of an interview with A as the school principal, he revealed:

"For social teachers, in this school teachers are not allowed to form groups so that no one feels left out. Every teacher must socialize with other teachers and staff and establish cooperation between teachers, if there are teachers who go everywhere they are always alone or three people with the same person then I will reprimand them so that they also socialize or hang out with other teachers. With students, teachers should not be too familiar with students, this is so that teachers are respected by students" (interview with Mrs. NM at Darussalam Kindergarten, Wednesday, July 5 2023).

The principal does not allow teachers to group together and teachers must mingle or socialize with other teachers and educational staff. Teachers and educational staff must work together, and teachers and students must not be too familiar. This is limited because teachers respected by students. Meanwhile, communication between teachers and parents, guardians of students use information technology in the form of cellphones, so if there are students who have problems or other problems, the teachers immediately contact the students' parents using the WhatsApp application.

Personality Competency

Meanwhile, for the personality competency program, teachers are required to be disciplined from arrival to neatness in clothing so that they can be role models for students. This is based on the results of an interview with A as the school principal, he revealed:

"In the teacher's personality, the teacher's discipline is usually maintained, then the teacher's neatness and morals and behavior are further improved so that they can be an example for their students. The entry time here is 6.30 so teachers must arrive before 6.30. "If a teacher comes late in a row, he will be reprimanded so he won't be late again" (interview with NM's mother at Darussalam Kindergarten, Wednesday, July 5 2023).

The principal's statement above is in line with the results of the researcher's interview with teachers at Darussalam Kindergarten on 4-7 July 2023. Teachers at Darussalam Kindergarten stated that the principal supervised the teachers, assigning several teachers if there was training outside of school. Providing motivation at every meeting or conference, the principal often controls the teachers when they are learning in class, provides guidance to teachers (Interview with N et al at Darussalam Kindergarten, Wednesday-Friday, 5-7 July 2023). The results of the interviews and observations above are further strengthened by documentation obtained by researchers such as: first, the principal's work program which includes teacher supervision; check the lesson plan and teacher syllabus; and the school principal monitors teacher attendance, teachers' teaching journals and provides guidance to teachers. Second, assigning teachers to take part in training outside of school, including photos of internal training activities and teacher supervision sheets (Mawarni, Chiar & Sukmawati, 2017).

When creating a program, the initial stage is planning, at Darussalam Palangka Raya Kindergarten the program planning uses a bottom-up planning type (Bottom Up Planning). This planning is made by planners at the lower level of an organizational structure, for example made in the province/district/ city to be submitted to the central government. This plan can also be made by the school principal to be submitted to the Head of the local Education Service, or the teacher to the school principal (Bustamar et al, 2016). The Darussalam Kindergarten principal plans the principal's annual work program himself and after the principal's annual work program is created, the principal reports the annual program to the foundation. In making the principal's annual work program, it refers to the principal's job disk. Principal supervision must be carried out well, both from planning supervision, implementing supervision and follow-up supervision so that teachers receive good guidance, attention and supervision, and feel that with the supervision of the madrasah principal, teachers can improve their competence and performance (Arnadi, Putra & Hamdah, 2021).

The program to improve the competency of school principal teachers has not yet included all the programs that have been implemented into the principal's annual work program. However, the annual work program that has been planned or created by the school principal contains activities that can improve teacher competency, namely: Teacher supervision; Checking lesson plans and teacher syllabus; During daily activities, the principal then goes around to control the teachers who are conducting lessons in class; The school principal routinely checks teacher attendance; Directing teachers to create teaching journals and lesson plans; Check all teachers' journals at the beginning of each month; and Disciplining teachers with absent fingers. The school principal has not created or planned a specific teacher competency improvement program. To improve teacher competency, school principals can carry out several programs including education and training; educational supervision; providing continuous motivation; changes in work culture; internship program; school partnerships and internal development of school principals

Implementation of the Principal's Program to Improve Teacher Competency at Darussalam Kindergarten, Palangka Raya

After planning, the next step is to implement the planned program in accordance with the plans that have been prepared. As for the implementation of the above program, at Darussalam Kindergarten it is carried out with flexible or unscheduled times, when there is training, the principal selects teachers to be assigned to take part in training outside of school

and then carries out the training internally with the presenters being the assigned teachers. Meanwhile, controlling the learning carried out by teachers is carried out every day by the school principal. This is based on the results of interviews conducted by researchers with A as the school principal, he stated the following:

The implementation adapts to training activities, for example in-house training on curriculum development, so it adjusts when there is training outside of school. This is different from the implementation of supervision, it is held once a month, but in one week I visit the classes when learning is taking place. (Interview with Mrs. NM at Darussalam Kindergarten, Wednesday, July 5 2023)

Pedagogical competency

As for the implementation of the pedagogical competency program, the implementation is adjusted to the time of the training activities that will be followed, this is based on the results of the researcher's interview with NN as the school principal, he revealed: "The implementation is flexible to adjust to when there is training from outside the school, usually when someone takes part in training outside the school. "Then after that we conducted internal training where those who provided the material were teacher representatives who were assigned to take part in external training" (interview with NM's mother at Darussalam Kindergarten, Wednesday, July 5 2023). The programs or activities that have been implemented by school principals to improve teachers' pedagogical competence are still not optimal because not all aspects are fulfilled. This is in accordance with the main task of a teacher is to teach and educate students both in the classroom and outside the classroom. Teachers who always meet face to face with students need the main knowledge, skills and attitudes to face their lives in the future (Musfah, 2012; Ideswal, Yahya & Alkadri, 2020).

Professional Competency

As for the implementation of professional competence, it is adjusted to the training activities that will be followed, this is based on the results of the researcher's interview with A as the school principal, he revealed: "For the implementation, everything is adjusted to the training held outside the school for intra-school training as well. Apart from that, I also checked the administration of teachers in carrying out learning such as lesson plans and syllabus" (interview with Mrs. NM at Darussalam Kindergarten, Wednesday, July 5 2023). The implementation of activities or programs that have been implemented by school principals to improve teacher professional competence is good, this is in accordance with the opinion of Anwar (2018). Professional competence is broad and in-depth mastery of learning material that must be mastered by a teacher, including mastery of subject curriculum material. lessons at school and the scientific substance that covers the material, as well as mastery of scientific structure and methodology. In improving professional competence, the program implemented involves involving teachers in training held outside the school, apart from that, the school principal also carries out inspections of lesson plans and syllabi every month so that teachers understand and master the material that will be taught to students (Kurniawan, 2020).

Social competency

The implementation of the social competency program carried out by the principal at Kindergarten Darussalam Palangka Raya is every day where the principal controls the teacher's room and observes teacher interactions with fellow teachers and other employees. This is based on the results of the researcher's interview with NM as the principal, he revealed "Well, for this social event every day, I control the teachers in the teacher's room so that they socialize with each other among teachers and teaching staff, to communicate with each other and establish cooperation between fellow teachers and education staff" (interview with NM's mother at Darussalam Kindergarten, Wednesday, July 5 2023). The implementation of

activities or programs that have been implemented by school principals to improve teachers' social competence is in accordance with the opinion according to Musfah, (2012). Social competence is the ability of educators as part of society to: 1) communicate verbally and in writing; 2) use information and communication technology functionally; 3) interact effectively with students, educational staff and the community or parents, guardians of students. The implementation of this social improvement program is carried out every day (Mayasari & Syarif, 2018; Marhawati, 2020).

Personality competency

As for the daily implementation of the personality competency of the principal, he pays attention to the discipline, behavior and neatness of the teachers and education staff. This is based on the results of the researcher's interview with NM as the principal, he revealed:

"Personal competence itself is the same as social competence, every day, so I usually pay attention to the discipline, behavior and neatness of teachers and teaching staff. So, if there is a teacher who lacks discipline, has poor behavior towards students or is dressed inappropriately, I will reprimand him" (interview with NM's mother at Darussalam Kindergarten, Wednesday, July 5 2023).

The above is in line with the results of interviews conducted by researchers with AS as a teacher at the Darussalam Palangka Raya Kindergarten, he revealed:

"..... internal school training is usually with the principal and other teachers who have recently carried out training in making lesson plans, preparing syllabi, preparing semester programs, preparing annual programs, and other journals. "For internal training, the presenters are teachers who are assigned to take part in external training who then provide explanations or material and share the experiences they gained during the training with other teachers" (interview with Mrs. NM at Darussalam Kindergarten, Thursday, July 6 2023).

The Darussalam Kindergarten Palangka Raya principal's program in improving teacher competency includes: involving teachers at the school to take part in training outside the madrasa and inside the school, the principal supervising teachers, providing continuous motivation, and providing guidance to teachers (Nellitawati, 2018, Helmi et al., 2022). The activities or programs that have been implemented by school principals to improve teachers' personality competence are quite optimal, because personality competence for a teacher is a personal ability that reflects a strong, mature, stable, wise, noble character, authoritative personality, and can then become a role model for others students (Anwar, 2018). The school principal disciplines teachers for absenteeism and every day the principal checks the attendance list of teaching and educational staff so that the principal knows if there are teaching and educational staff who arrive late (Wahyudi, 2019; Umaimah, 2023). Apart from that, the school principal also programs character strengthening which is carried out once a week, namely on Fridays

Conclusion

Based on the results of the research and data analysis, the researcher's leadership of the school principal in improving teacher competency at the Darussalam Palangka Raya Kindergarten can be concluded that *firstly*, the planning for the teacher competency improvement program at the Darussalam Palangka Raya Kindergarten is that the principal plans a program to increase teacher competency that has not been specifically formulated, but the programs that have been implemented are contained in the annual work program that has been planned or created by the school principal. The programs contained in the program are conducting RPP checks on teachers, checking teachers' attendance every day, checking

teachers' administration every month. *Second*, the implementation of the teacher competency improvement program at Darussalam Kindergarten has not been planned systematically. If there is training outside the school, the principal assigns several teachers to take part in the training, then carries out training within the school's internal scope with teacher presenters who take part in training outside the school. The implementation of the supervision program is carried out once a year. Motivation is carried out when there is a meeting or meeting, usually held at meetings held once a month. The principal also pays attention to the orderliness of teacher administration starting from the RPP and syllabus, where the principal checks every day for learning programs in lesson units, and checks teacher administration once a month from the beginning of the school year to the end of the school year. The implementation of the teacher competency improvement program is more dominant in increasing teacher pedagogical competency and teacher personality competency.

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