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Management Strategies of School Principles in Developing Teachers' Professional Competency to Improve the Quality of Education in SMK Kesehatan Darus Salam Lhokseumawe Aceh

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Abstract---The purpose of this study is to determine the professional development strategy of teachers in SMK Kesehatan Darussalam, namely: (1). Principal's leadership strategy (2). Obstacles in developing professional competence (3). Model of teacher professional competence development. *Methods* This research uses a descriptive qualitative approach. Data collection techniques through interviews, observation, and documentation. Data analysis techniques include data reduction, data presentation and drawing conclusions. The validity of the data was carried out with the participation of researchers, triangulation techniques using various sources. The informants are the principal, vice principal of the curriculum and teachers. The results of the study are: (1). The principal's leadership strategy in developing the professional competence of teachers to improve the quality of education (2). Obstacles faced in developing professional competence of teachers such as limited IT mastery, limited time, lack of creativity in learning, still lack of references to reading books, minus scientific works made by teachers (3). The model that can be used to improve the professionalism of teachers in carrying out their duties is through in-service training or in-service training programs.

Keywords---education, management strategies, school principles, teacher professional, training programs

Introduction

Teachers are at the forefront of creating quality education (Mulyasa, 2011). The teacher deals directly with students in the classroom through the teaching and learning process. It is in the hands of the teacher that quality students will be produced, both academically, skillfully, emotionally and morally and spiritually. Thus, it will produce future generations who are ready to live with the challenges of their times. In realizing a systematic and quality education, it is very necessary for all teachers who have professional qualifications and competencies, with high attitude and dedication in carrying out the duties of all their jobs. Teachers are the key to success to encourage the success of a school in education (Hosnan & Sartika, 2016). The progress and the bad of education, is influenced by the way the teacher will learn in the educational institution. Without professional teacher resources, the quality of education will not increase. Because in the implementation of school education it is very emphasized that there is an increase in quality in response to the needs and dynamics of a developing society, so that quality improvement can be realized through the implementation of education (Kompri, 2015; Setiyati, 2014).

Teachers have academic qualifications, competencies, educator certificates, physically and mentally healthy, and are able to realize national education goals. Teacher competence includes pedagogic competence, personality competence, social competence and professional competence obtained through education. Teacher is a profession, which means a position that requires special skills as a teacher and cannot be done by just anyone outside the field of education (Octavia, 2019). The task of the teacher as a profession includes educating, teaching and training. Educating means continuing and developing the values of life. Teaching means continuing and developing science and technology, while training means developing skills in students. Teachers have academic qualifications, competencies, educator certificates, physically and mentally healthy, and are able to realize national education goals.

Teacher competencies include pedagogic competencies, personality competencies, social competencies and professional competencies obtained through competency education that must be possessed by every teacher at any level of education. competencies that must be possessed by every teacher at any level of education (Calderhead, 1989; Psacharopoulos, 1994).

In this era of globalization, advances in science and technology are increasingly sophisticated and experience very fast exchanges. Professionalism in this field is highly required, especially teacher professionalism (Yuliani, 2017). Teachers who are sensitive and responsive to changes, renewal and science and technology that continues to develop in line with the needs of society and the times. This is where the teacher's job is to constantly improve the quality of education so that what is taught is clear and can be absorbed by the students. The duties and roles of teachers from day to day are getting heavier, along with the development of science and technology. Teachers as the main component in the world of education are required to be able to balance and even exceed the development of science and technology that develops in society. Through the touch of teachers in schools, it is expected to be able to produce students who have high competence and are ready to face the challenges of life with full confidence and high self-confidence now and in the future, schools (education) must be able to create quality education, both scientifically (academic) and mentally (Dishman et al., 2005; Schulz & Jobe, 2001).

Research Method

This research uses descriptive qualitative method approach (Moleong, 2017). With the fulfillment of the elements in describing the research, namely as follows: (1). The object of research on the natural environment, (2). Researchers as the main determining instrument, (3). It is descriptive analysis, the data collected is in the form of narration of the informant's words (4). Emphasize the process in determining the results, (5). The results of the data obtained were analyzed in more depth (Economos et al., 2019; Fage et al., 2019).

Data collection technique

This research uses a descriptive qualitative approach, (Sugiyono, 2010). The data needed are in the form of notes, recordings, pictures, through (1). Interviews to obtain information and data with informants. (2). Observation observes and understands, evidence of phenomena and events, during research. (3). Documentation study to complete the data from interviews and observations related to the problem under study, so that it will obtain complete data.

Results and Discussion

No	Data	Information
1	NPSN	69758279
2	NSS	342066202010
3	Nama	SMK KESEHATAN DARUSSALAM
4	Akreditasi	-
5	Alamat	Jl. Iskandar Muda No. 24 F Kampung Jawa Kota Lhokseumawe
6	Kodepos	24300
7	Nomer Telpon	064548082
8	Nomer Faks	-
9	Email	smkkes.darussalam@yahoo.co.id
10	Jenjang	SMK
11	Status	Swasta
12	Situs	
13	Lintang	5.191475
14	Bujur	97.13974000000007
15	Ketinggian	5
16	Waktu Belajar	Sekolah Pagi

The Principal's Strategy in Improving the Professional Competence of Teachers at SMK Darussalam Lhokseumawe

The principal is one of the components of education that has the most role in improving the quality of education (Priansa, 2017). The principal is responsible for the implementation of educational process activities, school

administration, coaching other educational staff, and the utilization and maintenance of facilities and infrastructure. Principals really need to improve teachers to have professional competence. In the strategy that the task of the leader to run smoothly. The principal must try to find a way for teachers at SMK Darussalam Lhokseumawe. In improving his professional competence, namely as follows:

Learning Strategy for Teacher Formation at SMK Darussalam Lhokseumawe

Conducting courses and workshops in teacher training. In the workshop activities for teachers and education personnel it is very important to be carried out regularly (Lazwardi, 2016). This is as intended so that every teacher is able to make changes and demands of the times. The development of science and technology as well as the progress of other social sciences, including changes in education and learning systems that are held, at the Darussalam Lhokseumawe Aceh Vocational School. Even though teachers attend ITC training, seminars, and other trainings to increase their knowledge about education. Implementation in the workshop to improve the competence of teachers in carrying out the learning process. Implementation of the workshop by inviting several experts as resource persons.

The workshop implementation is based on a seminar that has been prepared in advance with resource persons in accordance with their expertise in providing subject matter requested by the implementing committee which will be discussed in the workshop (Ridlo Muhammad, 2017). Learning in the workshop, with materials that match the majors in the school, with a duration of three working days. The presenters took a lot of additional time because many teachers asked questions, the time for discussion was very important because it was for deepening the material. So it takes a group leader to help the teacher ask questions in order to control the course of the workshop, so that lessons can be directed properly. The workshop, which was held at the Darussalam Vocational School, Lhokseumawe Aceh, was carried out on an ongoing basis, the workshop provided motivation to teachers, so that teachers were enthusiastic in adding knowledge. The principal encourages teachers to improve professional competence, teachers to be creative and innovative by conducting some training and learning at the SMK Darussalam Lhokseumawe school (Macià & García, 2016; Compen et al., 2019).

Strategy for the Deliberation Program for Subject Teachers at SMK Darussalam Lhokseumawe

Lhokseumawe Health Vocational School teachers are required to attend the Subject Teacher Conference, as a working group, (Suparman, 2019). As a teacher organization that has been formed by a group of teachers, as a forum for teacher communication, as a goal to make solutions to the problems faced by teachers in carrying out their main tasks and functions. The teacher is enthusiastic and thanks the principal for carrying out the following activities:

- a. Motivate teachers to improve their competence and skills in implementing, and evaluating each program of learning activities in increasing self-confidence to become professional teachers;
- b. Improving the skills and skills of teachers in learning, so that they can support in improving the quality of education and the quality of graduates
- c. Making alternative solutions in solving problems faced by teachers, in carrying out their main tasks and functions as teachers and in accordance with the characteristics of the subject, the characteristics of the teacher, the condition of the school environment,
- d. Assisting teachers in accessing information related to technical learning related to scientific activities, especially ICT which is still weak, curriculum preparation, learning methods, and subject scheduling systems.
- e. To obtain information and to gain experience gained from various activities such as, seminars, training, classroom action research, making scientific papers, and other professional activities necessary for a teacher's career

Discipline and Motivation Strategies for SMK Darussalam Lhokseumawe Teachers

The discipline of SMK Darussalam Lhokseumawe always prioritizes discipline for both students and teachers. Discipline started as a school principal (Rizqi, 2018). From the observations of the researchers, the teacher left at 6.30 and returned late at 17.00. Enter school at 06.30 and finish learning at 13.20 WIB, but take the policy that teachers must enter at 6.45 but come 15 minutes before class starts, the discipline of the teacher who teaches in the first lesson. If there is a teacher who does not come to teach, the teacher is obliged to give a letter of permission along with the exact reason for not teaching and must give assignments to students. So even though the teacher is not present, students can still carry out the learning process as it should. Discipline is not only aimed at students but

teachers also need to be disciplined because the teacher is an example for their students (Devillard et al., 2007; Alvarez et al., 2004).

Strategy for Equipment and Infrastructure for Teachers at SMK Darussalam Lhokseumawe

Provision of Adequate Facilities and Infrastructure Supporting and adequate facilities are the expectations of all schools, including the expectation of the Principal trying to improve existing facilities, so that teachers feel comfortable in teaching. Infrastructure or equipment is also a support in the teaching and learning process (Arfandi, 2021). SMK Darussalam Lhokseumawe one of the infrastructure facilities provided by the principal is the provision of LCD in the classrooms, although it has not been fully realized, currently it is still in the process of fulfilling LCD to all classes. In addition, there is also CCTV in the classrooms to monitor the teaching and learning process from the principal's office. Discipline The professionalism of education personnel needs to be improved, to try to instill discipline in all subordinates. Through this discipline, it is hoped that goals can be achieved effectively and efficiently, and can produce quality graduates. Encouragement Every education staff has different characteristics from one another, so they require special attention and service from their leaders, so that they can use the time to improve their professionalism. all educators and other teaching staff to continue to be creative in improving the quality of learning. Improving the professional competence of teachers requires motivation and support from various parties, such as motivation and always encouraging or providing motivation to Islamic Religious Education teachers, to be more creative and innovative in the learning process in the classroom with such motivation from the principal. carry out their duties as professional teachers (Riyanti et al., 2022; Peter, 2015).

Strategy of Education and Training Development Model in Improving Professional Teacher of SMK Darussalam Lhokseumawe

According to Syamsul (2017), Coaching is an effort to increase teacher professionalism that can be done through seminars, training, and education. The development of teachers of SMK Darussalam Lhokseumawe is carried out within the framework of professional and career development. The development of the teaching profession includes the development of pedagogic competence, personality competence, professional competence, and social competence. Career development as referred to in includes assignments and promotions. The rapid development in the quality of education is a top priority in listening to any changes, so that directly or indirectly the professionalism of teachers is being tested. Wise people say that education is an adornment in times of joy and a refuge in times of trouble. To improve the professionalism of teachers, it takes the participation of all parties to provide examples so that unprofessional teachers can improve the quality of education. So the government needs to pay attention to increasing competence by continuing to provide guidance for teachers so that teacher professionalism will increase.

The implementation of this in-service training program also provides benefits for both employees (teachers) and for educational institutions at SMK Darussalam Lhokseumawe. The benefits of in-service training for teachers include increasing the ability of teachers to solve various problems faced, providing encouragement for teachers to continue to improve their work abilities, increasing the ability of teachers to deal with stress, frustration and conflict which can later increase self-confidence, adding information about various programs that can be utilized by employees in order to increase knowledge both technically and intellectually, as well as reduce fear of facing new tasks in the future (Barnawi, 2017). By attending education and training, whether carried out by the school institution itself or by educational/training institutions, due to current or future job demands. This activity can be done through seminars, workshops, and others (Arifin, 2017). Information development, namely the teacher on his own wishes and efforts trains and develops himself by studying literature books related to his work or position. Coaching and professional development of teacher careers, including education personnel in general, is carried out through various strategies in the form of education and training, namely as follows:

Strategy for Developing Educational and Training Activities Programs for Teachers at SMK Darussalam Lhokseumawe

- a. In-house training. Training in the form of IHT is training that is carried out internally in teacher working groups, schools or other places designated to conduct training. The coaching strategy through IHT is carried out based on the idea that some abilities in improving teacher competencies and careers do not have to be done externally, but can be carried out by teachers who have competencies that other teachers do not have, with this strategy it is expected to save more time and costs. by principals and teachers who have the authority

to foster, through official meetings, rotation of teaching assignments, provision of additional internal assignments, discussions with colleagues and the like.

- b. Subject Teacher Deliberations are held to produce products that are beneficial for learning, competency improvement and career development. Workshops can be carried out for example in the activities of preparing the Education Unit Level Curriculum, curriculum analysis, syllabus development, writing Lesson Implementation Plans, and so on

Strategy Education and training program for teachers at SMK Darussalam Lhokseumawe

- a. Discussion of educational issues. These discussions are held regularly with discussion topics in accordance with the problems experienced at school. Through periodic discussions, it is hoped that teachers can solve problems they face related to the learning process at school or problems of increasing competence and developing their careers.
- b. Seminar. The participation of teachers in seminar activities and scientific publication development can also be a model of continuous development for teacher professional improvement. This activity provides an opportunity for teachers to interact scientifically with their professional colleagues related to the latest things in an effort to improve the quality of education.

Barrier Factors for Principals in Developing Competency of Teachers at SMK Darussalam Lhokseumawe

The principal's strategy in implementing teacher competency improvement (Dewi et al., 2017). The strategy carried out by the principal at SMK Darussalam Lhokseumawe does not always run as expected, always experiences obstacles, obstacles that occur based on interviews and observations include:

- a. Constraints on efforts to develop competence are lacking or limited mastery of IT in schools and limited time. From the results of interviews and observations he did, the average teacher at SMK Darussalam Lhokseumawe had pedagogic competence in the sufficient category. The only dimension of pedagogic competence that can be categorized as good is the use of information and communication technology in the learning process.
- b. Other dimensions, which include: mastering the characteristics of students, mastering theories and principles of learning, developing the curriculum of taught subjects, organizing educational learning, efforts to facilitate the development and actualization of various potentials possessed by students, effective communication skills, empathy and courtesy all students, in the dimension of personality competence, are categorized as good in terms of being obedient to the eyes of religion, law, social and national culture.
- c. Constraints in the effort to develop competency in mastery of the material are the lack of creativity of teachers in the learning process in the classroom and the lack of a large collection of books or school facilities. Being a teacher is a noble profession because a teacher requires sincerity, seriousness and sincerity of devotion from the heart in teaching his students. A teacher must be trustworthy in carrying out his duties.
- d. The teacher factor, namely being nurtured and imitated, must guide and guide to make someone smart and mature in thinking and acting. But the role of the teacher must also pay attention to other aspects in supporting the quality of teaching in the classroom. The teacher's role must be based on a commitment to educating with the noble goal of giving birth to superior future generations.

The activities of teachers at SMK Darussalam Lhokseumawe have not changed, they are stuck in a routine, they come in the morning until they go home (Abdurrozaq Moh, 2017). The teacher teaches as usual with the lecture method. The main mainstay of teachers are textbooks. As a result, the teaching process does not stimulate students to read more deeply from the teacher's information. This kind of view should be overcome, if the teacher is more sensitive to the child's condition. As well as the willingness and ability of teachers to find out the abilities and willingness of students. Through classroom action research, for example, it allows a teacher to know the effectiveness of the learning process, find ways to improve, and choose effective teaching methods. However, research among teachers is still not a scientific tradition. Among teachers, it is still widely heard that classroom action research is only made to fulfill certification requirements or promotions. The teacher at SMK Darussalam Lhokseumawe, has not made the research work just because it meets the certification requirements or promotion (Susanto, 2016). Practically, scientific work is made modest and not optimal. Not to mention, from the administrative side, it is still permissive towards the quality of the work. Second, apart from mentality, another factor is inability.

When a teacher has to compile a research report, the ability to do so. The reason for this is because some teachers rarely read.

Conclusion

Based on the results of research and discussion, several conclusions can be drawn as follows:

- a. The steps of the Principal's leadership strategy in developing the professional competence of teachers to improve the quality of education at SMK Darussalam Lhokseumawe are divided into two strategic activities, the first is the formation strategy, namely teachers are assigned by the institution to participate in education and training, both carried out by the school institution itself Or by educational/training institutions, due to current or future job demands, such as: attending courses, teacher training, seminars and MGMP programs. and non-formation strategies, namely teachers on their own desires and efforts to train and develop themselves related to their work or position such as: Discipline, discussion and motivation.
- b. There are several obstacles faced in developing the professional competence of teachers to improve the quality of education at SMK Darussalam Lhokseumawe, the constraints include: lack of or limited IT mastery in schools and limited time, lack of creativity of teachers in the learning process in class and lack of large collections of books. or school facilities, as well as the lack of scientific work made by teachers.
- c. The model for developing professional competence of teachers is recommended in the future in improving the quality of education at SMK Darussalam Lhokseumawe. One of the models that can be used to improve the professionalism of teachers in carrying out their duties is through programs that can motivate teachers to continuously improve their professionalism in knowledge, skills and abilities. attitudes of teachers and education personnel.

Suggestion

Based on the research findings, discussion and results, some suggestions can be drawn as follows:

- a. Principals are expected to further improve the professional competence of teachers in the teaching and learning process in schools, because science and technology continue to develop, so that the teaching and learning process is not boring or monotonous and produces quality graduates.
- b. Teachers are expected to be more active in studying the development of science and technology, improve their quality by continuing to learn before giving. Willingness in the classroom, a teacher should understand well the ins and outs of the world of education and the problems that are being faced by the world of education in Indonesia today.
- c. For further researchers, it is hoped that the results of this study can be used as a reference, and it is hoped that further and in-depth research can be carried out on the principal's leadership strategy in developing the professional competence of teachers, which is felt to still need improvement and continuous research with other focuses, because in research There are still many limitations and shortcomings.

This research can be developed for further research by using more complete data from both the internal and external environment and increasing the number of informants and involving informants from all directorates according to the organizational structure so that they can be analyzed more deeply.

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