



PRINCIPLE MANAGERIAL COMPETENCE FOR IMPROVING THE QUALITY OF TEACHERS

Kappey Laiv¹

Gennaro Institute, Italy

Email: laiv@gmail.com

Mardhatillah²

Universitas Bina Bangsa Getsempena

Email: mardhatillah.atjeh@gmail.com

Abstract

This study tries to describe the managerial competence of school principals, to describe the quality of teachers, then to analyze the managerial competencies of principals to improve teacher quality both partially and simultaneously in Karawang, Wadas. Qualitative methods, namely through observation, interviews and documentation. The results of this study indicate that the principal's managerial competence to improve the overall quality of teachers is going well, the principal makes every effort to carry out his duties as a leader or manager. Syllabus and curriculum programs that have gone well as planned since the founding of the school. Then the concept of the principal leads to the vision mission of the school, and applies open managerial concepts in management. The principal always works together, coordinates with all related elements and always provides motivation to teachers and students. Constantly monitoring, evaluating and evaluating and controlling school equipment.

Keywords: *Managerial Competence, Teacher Quality, Principal Managerial*

A. Introduction

Management, performance in an organization that can run optimally. Likewise with educational institutions. Management can be interpreted as a science or profession because science as management is

seen as a field of knowledge systematically trying to understand how people work together (Bogotch et al., 1995).

Success in learning institutions is due to school management and reliability in the field of educational institutions. Management is a very valuable thing in life, even with organizational performance management can run optimally, as well as educational institutions.

The principal of the school plays a very important role. Further quoted as follows: The principal is a role that effectively and efficiently utilizes all professionals in the school to achieve the best goals for the provision of appropriate education. Schools as formal educational institutions have the task of achieving institutional goals which have implications for achieving national learning goals. Schools are like learning institutions that need to be built and managed properly, so that they become quality learning institutions. Therefore, leadership is needed that is able to manage and direct their subordinates to achieve the goals of the institution. By having managerial competence, then the principal as the highest peak in the school's organizational structure will have an influence on employees at the lower levels. Therefore, the principal will be a determinant in achieving the success of educational institutions. Stated that "The school principal is responsible for nurturing and motivating teachers, students, administrative staff so that they are willing and able to implement the provisions of the regulations that apply in schools, and must be able to carry out the role of the principal and have skills in school management.

A There are 5 basic competencies that must be possessed by school principals, namely personality, managerial, entrepreneurship, supervision, and social. Leadership education illustrates the existence of an educational component that plays a very important role in improving

the quality of educational institutions. Therefore, the ability to coordinate in achieving educational goals is needed. As a basic concept, the 5 principal skills should be discussed separately, but for experience, it is one that is needed to direct teachers to plan, organize, mobilize and manage them so that they have good performance in carrying out their duties.

Managerial competence is one of the efforts to achieve educational goals and improve the quality of learning in schools. For this reason, the empowerment of school principals is needed in this competency aspect. Principals must be able to lead and manage resources optimally. This is not an easy job. But it needs good managerial and leadership skills. The managerial competence of school principals starts from preparing school plans, developing school organizations, utilizing school resources, so that they can carry out supervision of school activities in accordance with applicable supervisory standards.

Principals have very high managerial competence needed in building quality schools because principals as authorities in implementing education in schools need to understand the learning process and carry out their duties properly, so that the process of implementing learning in schools can run in accordance with efforts to achieve learning goals effectively and efficiently. Management comes from the word to manage which means managing, organizing, implementing, managing and treating, so the word "learning" is related to the word "teaching".

Competence is a variety of personality as a worker utilizes to achieve superior performance, basically with personality including traits, motives, value systems, attitudes, knowledge and skills. Competence can direct behavior, and behavior will result in performance. competence as a characteristic that employees may take advantage of superior performance for their work.

Competence is one aspect that determines the success of a profession or job. Competence is a set of knowledge, skills, and attitudes that must be possessed, internalized, and by teachers in carrying out professional duties. The principal can be interpreted as a reflection of what a principal should be able to do in carrying out his work, both in the form of activities, behavior and results that can be shown. The author means that the managerial competence of a school principal and the competence of a teacher is very meaningful for a school principal and also a teacher to have. Principals and teachers have such a big role in the world of learning, namely to educate the nation's children in accordance with national learning goals.

School heads are expected to carry out their main duties and functions as managers and leaders. The effectiveness of the principal's leadership depends on the ability to work with all school members, as well as his ability to control school management to create a teaching and learning process.

Managerial competence describes process management to achieve results using available resources productively. Managerial competencies as school principals can carry out, namely preparing planning for various levels of planning, developing school organizations according to needs, school leadership as optimal utilization of resources, managing changes and also developing schools that are suitable towards efficient educational organizations, creating a school culture conductively and innovatively as education according to students and managing teachers and staff as an optimal utilization of human resources the ability to prepare school plans for various levels, the ability to develop school organizations according to needs, the ability of teacher and staff leaders in order to optimally utilize human resources (HR) and the ability to

manage teachers and staff in order to optimally utilize human resources. Competence is essentially a person's ability to carry out a job, activity, attitude whose results can be shown, and the level of success can be measured.

With increasingly rapid developments at the school level, it is clear that principals who are managing schools are required to further expand, renew and deepen the knowledge and competence of principals in leading schools to achieve educational goals properly. Therefore, competence determines a person's attitude and performance as well as determines whether a person does his job. The principal's managerial competence organizes and improves school resources to produce effective and efficient learning areas.

Competence is one aspect that determines the success of a profession or job. The author means that the managerial competence of school principals and the competence of a teacher is important for school principals and teachers to have. Principals and teachers have a big role in the world of education, namely creating a smart generation that is in line with national learning goals. Every education unit on formal or non-formal channels is required to carry out education quality assurance aimed at meeting and exceeding national standards which are carried out in stages, systematically and planned in a quality assurance program that has clear targets and timeframes.

Quality is determined based on intrinsic and extrinsic criteria (criteria) based on intrinsic criteria, the quality of learning is a learning product, namely "educated human beings" in accordance with ideal standards. Every education unit on formal or non-formal channels is required to carry out education quality assurance aimed at meeting and exceeding national standards which are carried out in stages,

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Based on extrinsic criteria, learning is an instrument for educating "workforce" who is trained in a descriptive sense, quality is determined based on actual conditions. Teachers who are unable to produce a quality learning process can be caused by the low competence of the teacher, the unwillingness and inability of the teacher to adjust his knowledge and competence can lead to the low quality of education in schools.

The National Education Standards require teachers to have a high level of competence. The main task of the teacher will be effective if the teacher has a certain degree of professionalism which is reflected in competence, proficiency, skills or skills that meet certain quality standards or ethical norms. Teacher competence, namely the skills, abilities and skills possessed by someone who is in charge of educating students so that they have personality, which is noble and noble as the purpose of education. Teacher competence is a combination of personal, scientific, technological, social and spiritual abilities which as a whole form the standard competence of the teaching profession. A teacher needs good

competence, so that he can develop and present actual learning materials using various approaches, methods and the latest learning technologies in schools which will have a positive impact on improving the learning process itself, and can produce high quality education.

In addition to the competence of a teacher as an educator requires certification of teaching staff. Certification is an official recognition of a person's competence to hold a professional position. A teacher is required to have educator certification obtained through professional education. Recognition of teachers as professionals is evidenced by certification of educators. Teacher certification can be interpreted as a process of giving recognition that someone has the competence to carry out educational services in certain educational units, after passing a competency test held by a certification body.

The development and improvement of the competence of teachers who already have educator certificates is carried out to maintain their professional competence in accordance with developments in science, technology, art and culture. Therefore, it can be stated that the quality of teaching staff as a teacher is a priority to improve efforts to improve the quality of education quality in schools. Various activities are needed to improve the quality of teaching staff, one of which is by increasing teacher competence and teacher certification as educators in schools.

Teacher quality in the educational context refers to input, process and impact on quality which can be seen from various aspects, namely, first, good conditions and the input of human resources such as principals, teachers, staff, administrators and students. Second, understand the existence of criteria that occur in the curriculum and school infrastructure. Third, it fulfills the criteria as software with the school rules

and organizational structure. Fourth, qualities that are expected as needs such as vision, mission and perseverance (Gore et al., 2017).

The principal as a manager in managing schools which is a key success factor including in improving teacher quality. To develop and improve the quality of teachers, they must understand more what has been directed by the principal. When the principal understands what can be interpreted as educational management, then the principal is expected to be able to plan, implement and supervise school programs effectively. The school principal has an important role in improving the quality of teachers to work well. The school principal should form a good managerial system with a very clear task arrangement. A good managerial system can be formed with the right principal leadership style. With the competence possessed by the principal, he should be able to use the right leadership style in order to improve the quality of teachers to achieve the expected goals. This the purpose of this study was to determine the managerial competence of school principals in improving teacher quality (Tohidi et al., 2012).

B. Method

The research methodology used is qualitative research as a descriptive method. This research is a data collection technique such as observation, interviews and documentation that uses a scientific background and phenomena. Interviews were conducted with several people, namely 1 school principal and 5 teachers. Data collection techniques used direct observation and interviews with informants. Methods of data collection using documentation. This research was specifically conducted, namely interviews regarding the managerial competence of school principals and improving teacher quality. The data

analysis technique used is descriptive.

C. Finding and Discussion

Description of the Principal's Managerial Competence in Improving the Quality of Teachers in Schools. The results of the study show that increasing managerial competence as a school principal has been given the agenda for several activities, one of which is related to the proper implementation of school programs. While the principal must have the ability and certificate and comply with the certificate regulations in teaching staff (John M. Ivancevich, 2008).

Teachers As an important and main factor for teaching staff, it is very influential in producing the quality of the learning process. The teacher is a class leader requiring competence and certificates as an educator. A professional teacher is formed from the competence possessed by the teacher, and has a good certificate from the government as an educator. Teachers need good skills in managing the learning process, having competence and certificates in the teacher will make it easier to manage program activities in schools. The quality of teachers who are of good quality, have patterns of thinking ranging from creative, innovative and have good skills in running and managing maximum activity programs.

(Reusser et al., 2007) Teachery Those who have a duty as a teacher and educator, of course, must know their duties to convey all forms of knowledge or subject matter that has been determined by the curriculum. Competence is a set of knowledge, skills and behaviors that must be owned and internalized.

These factors there are still many teachers who do not yet have quality that must at least be in accordance with improving the quality of

their education as a teacher must have responsibility for teaching as required, but his quality has not yet reached the level required for each field of profession. Thus the teacher has program activities that must be carried out to convey knowledge, and a teacher still has many who do not get the opportunity to be able to further improve in the low level of teacher awareness.

Has The results of the research show that the supporting factors are support from the foundation, vice principal of the madrasah and the communication skills of the principal in teacher development (Hoy & Tarter, 2004). Factors supporting the leadership of the school principal are support for further development, and support from the vice principal of the madrasah himself. The fulfillment of the target teacher needs is the hope that is coveted by the principal by trying to realize his school as a knowledge base, including to improve the quality of education so that it is better.

(Wiseman, 2013) Supporting and inhibiting managerial leadership competencies for improving teacher quality, can be described by inhibiting factors, namely the lack of maximum teacher motivation, and the lack of time in delivering teaching. Many factors hinder managerial competence as leadership to improve teacher quality, such as the lack of optimal teacher motivation and limited time for teaching hours, so that time for discussions with colleagues is minimal. The low quality of teaching, many teachers do not carry out the mandate properly. Based on their respective fields, what has happened is that the teacher's motivation when teaching in class has decreased as much as possible so that they can carry out learning, assess learning outcomes and carry out good guidance.

Motivation consists of 2 types, namely intrinsic motivation and extrinsic motivation which have a way of being quality when teaching.

Therefore, intrinsic motivation functions as in every individual there is an urge to do something. For example, a student does learning, because in essence he wants to gain knowledge, values or skills so that he can change his behavior constructively, not for other purposes. That is why intrinsic motivation can also be said to be a form of motivation in which learning activities are initiated and continued based on an impulse from within and are absolutely related to learning activities. Then, Extrinsic motivation in it is a form of activity motivation that comes from learning based on encouragement from outside that is not absolutely related to learning activities. For example, a person studies because he knows that tomorrow there will be a test in the hope of getting good grades, so that his friends or special friends will praise him. So what's important is not studying to gain knowledge but wanting to get good grades and praise. So, in terms of the purpose of the activities carried out, it is not directly related to the essence of what they are doing. So what's important is not studying to gain knowledge but wanting to get good grades and praise. So, in terms of the purpose of the activities carried out, it is not directly related to the essence of what they are doing. So what's important is not studying to gain knowledge but wanting to get good grades and praise. So, in terms of the purpose of the activities carried out, it is not directly related to the essence of what they are doing.

Leadership managerial competencies for improving the quality of teachers which include the following: supporting factors, namely having support or encouragement through a foundation in schools that have developed to date, as well as support from several other staff who have developed in their respective fields, so that regarding life in schools are getting more and more administrators so that the program can be well structured. As a leader the principal already has duties and responsibilities

related to the support of the vice principal who has helped based on the existing activity program to show several other teachers to be able to carry out the activity program since the communication that was delivered

D. Conclusion

Principal leadership can improve the quality of elementary school teachers. In realizing the vision, mission and goals of carrying out the programs, it is explained in a directed and gradual manner. The school principal has sufficient leadership management skills to be able to manage the school well. Then some teachers hold planned programs such as training/participating in seminars. Factors supporting managerial leadership competence for improving quality in schools are support for schools to increase and develop, having the deputy principal's support for leadership which is quite helpful in directing teachers. Inhibiting factors include the lack of teacher motivation in teaching, this is related to the provision of basic salaries and policies on qualified teachers.

Managerial ability towards school principal leadership can improve teacher quality. Principals must optimize overall managerial abilities in order to achieve quality schools. It would be nice to be able to broaden and seek knowledge as well as managerial abilities so that you can be more competent to the fullest. Then, in improving the quality of teachers, teachers should be open to each other with the school principal so that they can carry out their duties to the maximum extent related to curriculum development.

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