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## **Role of the Principal on Teacher Pedagogic Competence**

**Dewi Sartika**

Universitas Pendidikan Indonesia, Indonesia | [dsartika@upi.edu](mailto:dsartika@upi.edu)

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### **Abstract**

The purpose of this writing is to describe the role of school principals in improving teacher pedagogical competence and to explain the factors that inhibit the role of school principals in improving teacher pedagogical competence. The method of writing a literature study uses the approach of reviewing journal articles 16 National and 5 student thesis research results specifically based on ideas and theories about the role of school principals on teacher pedagogic competence and explaining the inhibiting factors in improving teacher competence. Based on the results of a literature study sourced from 10 journal articles and 5 student thesis results, it describes the role of school principals in improving teacher competence in the medium category, while factors the obstacle is the lack of training programs, the participation of training in increasing the competence capacity of teachers. Based on the results of the study, the authors conclude that the school principal has an important role in carrying out the duties and responsibilities attached to him, to improve the quality of teacher pedagogic competence through supervision guidance activities and training to increase the capacity of teachers as learners.

**Keywords:** principal-teacher, pedagogical competence

### **Introduction**

Leadership is a universal phenomenon. Anyone carrying out leadership tasks, when in that task he interacts with other people. Even in a personal capacity, in the human body, namely the controlling capacity or potential, which facilitates a person to be able to lead himself. According to, leadership is any action taken by an individual or group to coordinate and give direction to individuals or other groups who are members of a particular organization to achieve predetermined goals. From this definition, it can be interpreted that leadership is any act carried out by individuals or groups to coordinate and give direction to individuals or groups who are members of a certain organization to achieve predetermined goals. Actions can be manifested as leader activities incarnated in the form of giving orders, guiding and

influencing work groups or other people to achieve certain goals effectively and efficiently.(DeMatthews et al., 2022)

The role of the principal is the mandate the duties, authorities, and responsibilities in organizing education in each educational unit, which has a very strategic role in managing organizational members to produce optimal performance. One of them is that teachers who are members need strong encouragement from the leadership to achieve the optimal realization of the school's vision and mission.(Syuhada, 2022)

The Principal must have insight, managerial expertise, leadership charisma, and also extensive knowledge of the duties and roles of the Principal. With such capabilities, the school principal will of course be able to properly and effectively guide all the components of his school toward the school's goals. Implementation of education focused on efforts to improve the quality of education. Fulfilling the criteria in organizing education requires preparation for human involvement in the continuity of education to determine the success or failure of education.(Karacabey et al., 2022)

Teachers as the main spearhead are required to be active as professionals. Teachers are an important component of the implementation of education impacting the quality of educational outcomes. Teachers occupy a strategic position for preparing the nation's future through success in equipping students with the latest knowledge, forming noble moral character, high learning ethic, and being ready to compete with other nations.(Karakose et al., 2022)

In realizing complete education, support is needed from all components of education, one of which is the teacher. Each teacher has a strategic role in determining the quantity and quality of learning carried out. Therefore, every teacher must have the ability to make good plans to increase learning opportunities for their students and improve the quality of their teaching.(Gokalp, 2022)

A teacher has pedagogic competence, which is the teacher's ability to manage to learn. In connection with this, some problems are fully disclosed based on the results of a literature review in interesting journal articles that should be used as a discourse, namely that there are problems with low teacher pedagogic competence, this can be proven by the results of the KKG, the results of evaluations in technical guidance on curriculum implementation 2013 and the results of learning supervision by school principals and the curriculum sector. This problem has a great impact on student learning outcomes, where the quality of student learning outcomes will decrease.(Ghavifekr & Wong, 2022)

Other problems based on the main ideas of the problem described in the literature study of one of the scientific works of the final assignment or Student Skipsi, the author fully understands the problem described clearly stating that at UPT Jano Elementary School, the teacher as a learner has not been fully able to compile, implement learning plans and carry out evaluations optimal learning.(Priharta et al., 2022)

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### **Literature review**

Based on the conceptual ideas and theories above, as well as the problems raised by the principal's leadership towards improving teacher pedagogical competence, the behavior of the principal must be able to encourage the performance of teachers by showing a sense of friendliness, closeness, and full consideration of teachers, both as individuals and as a group. The positive behavior of the principal can encourage, direct and motivate all school members to work together in realizing the school's vision, mission, and goals.(Irmawati et al., 2021)

Principals can fully understand the duties, authorities, and responsibilities of influencing, encouraging, guiding, directing, and mobilizing teachers and other school components to work to achieve goals optimally. Following the rationale for writing mentioned above, the author slides over the problem of the Role of the Principal on Teacher Pedagogic Competence, with the hope that this paper will be able to answer the existing problems as a whole.(Afalla & Fabelico, 2020)

### **Research Methods**

This research used a qualitative research method. This research design uses literature study/literature study. The research data was collected through text review and then analyzed using content analysis techniques. The steps are, first, the data that has been collected is classified based on the problem being studied. Second, the data that were studied qualitatively were analyzed using content analysis. Third, based on the results of the analysis and interpretation of the data the authors draw conclusions that are complemented by suggestions.

### **Results and Discussion**

The principal is the driving force, the determinant of the direction of school policy, which determines how the goals of the school and education, in general, are realized, including in improving the competence of educators (teachers). The principal is one component that plays a role in improving the quality of education. As stated in Permendikbud Number 6 of 2018 article 12 paragraph 1 "The principal is responsible for organizing educational activities, school administration, developing other educational staff, and utilizing and maintaining facilities and infrastructure. For this reason, the school principal must prepare a special strategy in increasing the competence of his education staff (Teacher).

The principal is a functional teacher who is given the task of leading an institution where the teaching and learning process is held or a place where there is the interaction between the teacher who gives the lesson and the students who receive the lesson. According to Sudarwan Danim, a school principal is a teacher who gets additional assignments as a school principal. Meanwhile, according to Daryanto, a school principal is a leader in an educational unit institution. The school principal is a leader whose presence can be directly elected, determined by the foundation, or determined by the government. The role and duties of the school principal as a supervisor.(Irina, 2011)

The principal as an administrator has a close relationship with various administrative management activities that are recording, compiling, and documenting all school programs. How much the school allocates the budget for increasing the teacher's pedagogic competence will affect the level of competence of the teachers. Therefore it is the school principal who can allocate an adequate budget for efforts to increase teacher competence. (Sujono et al., 2022)

#### *Principal as Leader*

The principal supervises the work carried out by the educational staff. Supervision can be carried out by the principal who acts as a supervisor but in modern educational organizations, a special supervisor is needed who is independent and can increase the objectivity of coaching and carrying out his duties. To find out to what extent the teacher can carry out learning, the school principal must carry out supervision activities periodically, which can be done through class visits to observe the learning process directly, especially in selecting the use of methods, media used, and student involvement in the learning process. From the results of this supervision, it can be identified the weaknesses as well as the strengths of the teacher concerned, then a specific solution, guidance, and follow-up are sought so that the teacher can correct the existing deficiencies at the same time. Maintain excellence in implementing learning.

#### *Principal as Educator*

The principal as a leader must be able to provide direction and supervision, increase the willingness and ability of the education staff, open two-way communication, and delegate tasks. In leadership theory, there are two leadership styles, namely task-oriented leadership and human-oriented leadership. To improve teacher competence, a school principal can apply both leadership styles appropriately and flexibly, according to existing conditions and needs. A person's leadership is closely related to personality, and the principal's personality as a leader will be reflected in the following traits: (1) honesty; (2) confidence; (3) responsibility; (4) daring to take risks and decisions; (5) big-hearted (6) stable emotions, and (7) exemplary.

#### *Principal as Manager*

In managing educational staff, it is wrong for teachers to be able to carry out professional development activities through various educational and training activities, both those carried out in schools, such as school-level MGMP (Subject Teacher Deliberations), professional discussions, and so on, or through outside education and training activities. Schools, such as the opportunity to continue their education or participate in various training activities organized by other parties.

#### *Understanding of Learners*

Understanding students is one of the pedagogic competencies that must be possessed by teachers. There are at least four things that teachers must understand from their students, namely (1) A person's intelligence level consists of several levels, namely: the lowest group is those whose IQ is between 0-50 and is said to be an idiot. The second group is those with

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an IQ between 50-70, which is known as the moron group, namely mental limitations. The third group, namely those with an IQ between 70-90, are called slow or stupid children. The middle class is a large part of the number, namely the group with IQ 90-110. They can study normally. (2) Whereas those with an IQ of 140 and above are called geniuses, they can learn much faster than other groups. Creativity everyone has differences in creativity both inter and intra one task that must be carried out by the principal is to carry out maintenance and professional development activities for teachers. In this case, the principal should be able to facilitate and provide broad opportunities for individuals. People who can create something new are called creative people. Creativity is closely related to intelligence and personality. Someone who Creative people generally have high intelligence and like new things. Meanwhile, someone with a low level of intelligence has less creativity and likes ordinary things. (Lonto, 2019)

## **Conclusion**

From the description and discussion, it can be concluded that: The researcher concluded from the results of the interpretation of the literature/literature study that the role of the school principal in improving teacher pedagogic competence had been carried out quite well. In this case, it can be seen from the principal who has carried out his role as an educator, the role principal as a manager, and the role of the principal as a supervisor. Then to improve the pedagogical competence of teachers. the principal plays a role by directing and guiding teachers to manage to learn, planning the implementation of learning, and evaluating learning outcomes. The role of the school principal in improving teacher pedagogic competence is quite good. This can be known based on research results, researchers can see from the implementation of supervision carried out by school principals by visiting classes, fostering teachers who are less competent in terms of pedagogical competence, training, and providing opportunities for teachers to play an active role and school principals also provide an appreciation for outstanding teachers.

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