



## **The Efforts of School Principals in Improving the Pedagogical Competence of English Teachers in SMPN 1 Jeumpa**

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### **Abstract**

Excellent education is largely determined by the ability and development of teachers in carrying out each learning task. Therefore, teachers need to have pedagogical competence so that the teaching and learning process can be carried out properly. This study aims to determine the efforts of school principals in improving the pedagogic competence of English teachers at SMPN 1 Jeumpa. This study used a descriptive method with data collection techniques in the form of interviews and documentation methods, namely by interviewing school principals, vice principals, English teachers, and student representatives. While the data analysis technique used in this study uses data reduction, data presentation, and conclusion. From the results of the analysis, it can be concluded that the efforts of the school principal to improve the pedagogical competence of English teachers at SMPN 1 Jeumpa are carried out in several ways, namely: the school principal always provides training such as workshops, MGMP activities, and provides supervision of all teachers. The principal also always provides motivation and appreciation to the teachers, and personal communication between the principal and the teacher, while the increase in teacher pedagogical competence at SMPN 1 Jeumpa has been fairly good.

**Keywords:** Pedagogic Competence, Principal, Effort, Improve, Training

### **Introduction**

Inside Pristiwanti et al (2022) said that the Father of Indonesian National Education, Ki Hajar Dewantara, gave his opinion on the meaning of education; "Education is a necessity in the life and development of children, while education directs all natural resources that exist in these children so that they as human beings and as members of society can achieve the highest safety and happiness". Education is a way to humanize humans or in other words humanism

where education teaches humans how to think well and be able to respect each other. Education is one of the intermediaries for a human civilization so that it can survive in the long term to continue to be able to humanize humans Kucharčíková et al (2018). Therefore, preventing all countries in the world from making education a way to a beautiful future, including Indonesia which positions education as one of the things that humans must achieve, one of which is by going to school.

School is an institution that includes students, teachers, and a whole set of school leadership that aims to provide instruction for students who attend a school where all students are guided by someone who is by a particular subject area. Within the school, of course, there is a main leader known as the principal. As stated in Article 12 Paragraph 1 PP 28 of 1990 that the school principal has matters and is responsible for the implementation of educational activities, school administration, the development of other educational staff, and the utilization and maintenance of facilities and infrastructure. Principals are appointed through certain procedures and requirements who are responsible for achieving educational goals which are carried out by increasing teacher achievement efforts Fitrah (2022). The school principal's leadership greatly influences the policy system for the proper functioning of school regulations by training all teachers to become competent teachers such as pedagogic competencies by conducting special training for teachers to gain pedagogic competence.

Pedagogic competence is an ability that must be owned by a tutor or teacher in managing student learning which includes a deeper understanding of students by all the planning and design that is arranged to maximize the potential of students (Perni, 2019; Cahyana ade, 2006). Based on the above understanding, it can be concluded that pedagogic competence is the teacher's skill or art in teaching as attractively as possible to create comfortable and peaceful learning, with this competency the teacher can increase student competence to the fullest because competent teachers of course must take part in good training so that they have sufficient knowledge to guide students properly by the planning targets to be realized.

The abilities that exist in teachers who have pedagogic competence are teachers who can actualize the basis of teaching, have a broad understanding of students, master teaching science that is appropriate to the level of students (methodical didactic), master motivation theory to develop student's confidence, recognize community environment and more social, able to master the preparation of the curriculum, able to master the technique of preparing lesson plans Sulfemi (2019) as well as being a good example for students so that they can follow their teacher where the teacher is a good example for their students. All the components discussed are related to how the principal works as previously explained above that the principal has an important role in creating a good school, teachers must be guided so that they can teach well by having the ability to manage classes well.

This research is of course not something new in Indonesia, much has been done in previous research that pedagogic competence is very effective in learning, of course by mastering learning theory and educational learning principles (Fathurrahman et al., 2019; Zilfa, 2020). So this research was conducted to find out how the principal's efforts in improving the pedagogic competence of teachers at SMPN 1 Jeumpa and what the principal did in creating competent teachers could be used as good examples for other schools.

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According to Sergiovanni in Usman, (2014 )states: “*The principal’s job- To coordinate, direct, and support the work of others is accomplished by defining objectives, evaluating performance, providing the necessary resources, building a supportive climate, running interference with parents, planning, scheduling, book-keeping, resolving teaching conflicts, handing student problems, dealing with school district central office, and otherwise helping to keep the school running day by day*” other role functions are as an educational developer and providing education and training (training) or technical guidance to improve competence related to teaching teacher pedagogy which is managed professionally and sustainably.

### **Literature Review**

#### **1. Duties and responsibilities of the principal**

Efforts to increase teacher competence in schools must certainly have the duties and responsibilities of a school principal, there are several forms of school principal responsibilities as below:

##### **a. The school principal as a supervisor**

The role of the principal, namely as a supervisor, of course, has big duties and responsibilities such as monitoring, fostering, and improving the teaching and learning process in the classroom or at school. As the principal and the highest leader in the school, of course, changing the education system for the better is the duty of the school principal. Sirojuddin et al (2021) One of the principal's duties is to conduct academic supervision, which is carried out to develop abilities in the teaching process of a teacher. This supervision is carried out directly by the principal with the assistance of a team that conducts supervision. The principal's job is not only to oversee the school environment but also to oversee the various activities carried out by the teacher in improving his competence to become the best teacher for his students in terms of education.

##### **b. Principal as an Educator (Educator)**

The Principal as an Educator in Improving Teacher Competence, namely the Principal can create a conducive school climate, provide good advice as an example to school residents, provide input and motivation to educational staff, and implement a good and interesting learning system. There are 4 competencies in question, one of which is pedagogic competence.

The strategies implemented as an Educator in Improving Teacher Competence are: 1) giving teachers an understanding that increasing professionalism is very important for a teaching career; 2) Providing an understanding regarding highly controlled government regulations for increasing professionalism; 3) Conducting outreach to all teachers regarding the newly implemented government regulations and 4) Create policies that are adjusted to government regulations Rusdiana (2018). To be a reliable school principal, of course, you have to be a great motivator for other teachers.

##### **c. the role of the Principal as a Motivator**

A good school principal can motivate teachers in creating teamwork satisfaction. Motivation is one of the important things in the formation of leadership, even the greater the success of a leader in motivating others, the more affection and good treatment from his members will get Hafid (2017). Being a motivator is indeed very important for the principal in improving the pedagogy of other teachers based on the duties and responsibilities of the principal. Of course, other tasks must be carried out by the principal, such as being a good example for other teachers the school he attends.

## **2 Teacher Pedagogic Competence**

Pedagogic competence is one of the competencies that need to be mastered by teachers because pedagogic competence is essentially the teacher's ability to manage student learning and can be said to be the art of teaching teachers. Pedagogic competence is a unique competence, which can distinguish a teaching profession from other professions Lubis (2018). To be a competent teacher, of course, many things must be learned, and one must also take part in special training on education which aims to improve the teacher's competence so that he can apply his knowledge well to the students he teaches. A good educator can convey his knowledge well to his students either directly or indirectly according to the circumstances.

Becoming a competent teacher is needed by students because a competent teacher can guide his students in his way so that they can master the material delivered by the teacher to the fullest. A good teacher will present a pleasant learning atmosphere for students. The pattern of learning that is taught can also embrace and unite the vision and mission of each student. If students are happy with the teacher's way of teaching, automatically their interest in these subjects will increase, that is what must be taught and must be fostered by the principal so that the learning taught by the teacher can bring about good changes for students.

According to PP RI No. 19 of 2005, writes that the teacher's pedagogical competence is the teacher's ability in managing student learning which at least includes: 1) Management of the Learning Process 2) Curriculum / Syllabus Development 3) Development of Learning Methods 4) Utilization of Learning Technology 5) Evaluation of Learning Outcomes Sari (2015). This competency development carried out by the teacher aims to create good and effective learning for students according to student needs.

## **Research Method**

### **1. Types of Research**

This research is field research and is research that moves on a simple qualitative approach with an inductive path. What is meant is research that is more clarified than a conclusion drawn from the results of a real event process Yuliani, (2018). This study tries to describe the principal's efforts to improve teacher competence at SMPN 1 Jeumpa.

### **2. Data Collection Techniques**

This data collection technique aims to obtain data on the research problem in question objectively. To obtain data in this study, the authors used several techniques, including:

- a. Interviews

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Interview, namely data collection in the form of questions orally and the questions asked in the interview obtained information through informants carried out for a long time and face to face Linarwati et al (2016). This method is used by the author to obtain information about the principal's efforts to improve teacher competence at SMPN 1 Jeumpa. This interview was conducted in-depth, namely repeated meetings with the informant directed at understanding the informant's views expressed in the informant's own words.

### **b. Documentation**

The data collection technique with documentation is the collection of data obtained through documents, oral, pictures, and writing Nilamsari (2014). This method is used to obtain data regarding the organizational structure, and condition of teachers, employees, and students, especially the results of teacher competency development carried out by related parties and other necessary documents, so that valid and clear data can be obtained.

### **3. Data Analysis Techniques**

Data analysis is the process of organizing and sorting data into patterns or categories and basic unit descriptions so that they are easier to read and interpret. The purpose of data analysis is to systematically examine data obtained from various data collection techniques, including observation, interviews, and documentation. After the data is collected, the next step is the data is classified according to the research framework, namely descriptive qualitative. As for this study, the researcher used data analysis techniques that used descriptive qualitative analysis. By using the inductive method, namely the researcher collects concrete data and processes it according to the facts that exist, then the researcher formulates a conclusion.

## **Findings and Discussion**

SMPN 1 Jeumpa is a school whose leadership is played by a school principal who also acts as an educator and is responsible for school management and all school activities. he has full authority to carry out various kinds of teacher pedagogic competency improvement activities. For this reason, planning to increase teacher pedagogical competence is carried out in several activities at the beginning of each new school year, such as being able to invite the school structure, namely the deputy principals, the teacher council, and administrative staff. The aim is to provide direction so that each teacher can further develop his skills in teaching and understanding students by utilizing the principles of student cognitive development. To get maximum results, the authors conducted field research by interviewing school principals/deputy principals, English teachers, and student representatives. Based on the results of research conducted on school principals/deputy principals, English teachers, and student representatives, it was found that efforts to increase the pedagogic competence of English teachers were carried out directly by the principal of SMPN 1 Jeumpa. Interviews with 6 research participants were conducted for five days from 3 June 2023 to 7 June 2023 which resulted in recorded interviews lasting 64 minutes 55 seconds and data transcripts of 6,579 words. Interviews were conducted in Indonesian and then translated into English for analytical purposes. The details of the data are shown in Table.1

Table 1. Brief Description of Interview Data

| No | Name (pseudonym) | Length of record (mins) | Word count  | Date interview |
|----|------------------|-------------------------|-------------|----------------|
| 1  | Teacher 1        | 23.43                   | 2.606       | 3 juni 2023    |
| 2  | Teacher 2        | 7.30                    | 861         | 3 juni 2023    |
| 3  | Teacher 3        | 7.15                    | 746         | 5 juni 2023    |
| 4  | Teacher 4        | 6.46                    | 530         | 6 juni 2023    |
| 5  | Teacher 5        | 9.19                    | 918         | 7 juni 2023    |
| 6  | Teacher 6        | 9.23                    | 918         | 7 juni 2023    |
|    | Total            | 64 Minutes 55 Seconds   | 6.579 Words |                |

To obtain data analysis, this research conducted interviews by asking several questions related to increasing teacher pedagogical competence. The questions posed to the school principal were divided into 4 aspects, namely strategy, objectives, challenges, and benefits. While the questions asked to the English teacher and student representatives were only 1 aspect, namely knowledge/literacy. Various opinions were expressed by the teacher as follows:

#### **a. Principal Strategy**

To get the research results, the researcher asked several questions related to the strategies used by school principals to improve teacher pedagogic competence, questions as follows:

##### **1. Efforts of the principal**

Transcript analysis of interviews with principals and deputy principals about the efforts of principals/deputy principals in improving teacher pedagogic competence suggests that the principal only facilitates and provides encouragement so that pedagogical competence always increases in all teachers, especially in SMPN 1 Jeumpa which is a school driving force that requires every teacher to improve his pedagogical competence. An example transcript detailing this answer is as follows:

*In an institution at school regarding the most important pedagogic improvement, in this school there are several things, moreover, we are driving schools to increase the knowledge of educating teachers, there is by way of continuous supervision, then there is by way of a community of practitioners, we get together once a month but if it's urgent, we can discuss it at any time. regarding scheduled pedagogic is one semester and then unscheduled there is in the community of practitioners there is in MGMP there is a peer between two or more people to peer with friends to discuss how to improve the pedagogic of a teacher. (Headmaster)*

The role of the school principal can be seen in activities such as guiding teachers to master the characteristics of students, guiding teachers to master learning theory and learning principles, guiding teachers to develop curriculum, guiding teachers to carry out educational learning, guiding teachers to develop students' potential, guiding teachers to communicate with

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students, and guiding teachers carry out learning evaluations. The school principal also seeks to improve teacher pedagogy through Supervision, a community of practitioners, MGMP activities, peer colleagues, and workshops.

This effort is inseparable from the responsibility of the school principal and cooperation with school members who activate pre-supervision to assist teachers in developing teacher awareness and critical diagnosis of their activities, especially in teaching difficulties.

### **2. Preparation**

In improving teacher pedagogic competence, the school principal has prepared to increase the teacher's competency in the curriculum of the driving school called KOSP, if in K13 they still use one guidebook, as the opinion conveyed by the school principal below:

*For the preparation of the mother, we put her name in the curriculum, if in driving schools the name is KOSP, KOSP is that in K13 the name is a guidebook, so in that guideline there is an increase in teacher competency, especially an increase in teacher competence in the pedagogic field, it is indeed included in that one book. or the KTSP press book, the Education Unit Curriculum, the Education Unit Level Curriculum, has already been listed by the teacher to improve his pedagogy (vise principal)*

From this opinion, he said that this preparation had been included in the KOSP/Book one of the guidelines wherein the book included ways for teachers to improve their pedagogical competence. Therefore, it can be concluded that the preparations made by the school principal to improve teacher pedagogic competence have been included in the driving school curriculum so the principal only follows what is included in the book.

### **3. Strategy**

From the results of the research, it can be seen that the strategy carried out by the principal of SMPN 1 Jeumpa in improving teacher competence first makes a program plan called pre-supervision, then the program is distributed to all teachers so that all teachers know what will be done and determine the program and arrange it in the annual program. The school principal's program for improving teacher pedagogic competence is in the form of teacher professional development through MGMP activities, workshop training activities, peer assessment, and equipping teachers to be able to carry out evaluations properly. Therefore, all teachers can carry out learning programs, make syllabi and lesson plans as well as master the learning material properly and correctly. As conveyed by the principal regarding the above strategy as follows:

*".....Mother's strategy in improving teacher pedagogy has indeed been arranged. supervision, the teacher looks at the schedule when and one week there are five teachers, well, five or more or less. The teachers were told to share the supervision program and the teachers were ready. Oh, I have to prepare this. The head of this school asked, always reminding me, 'Are you ready for us to go to class? When you're ready, give it a look, okay? I'll show you. When it's time for you to enter in a week or three days, we will pre-supervise it first, but we'll see how the preparation for the teaching modules, the diagnostic assessment, the summative formative*

*assessment, what the media is, what the material is., the model that is given how is called pre-supervision then when the supervisor enters the teacher's class and the principal both succeed in the learning process in the class (headmaster)*

The above opinion is generated from the results of the research summarized in the interview transcript above which says that one of the strategies to improve teacher pedagogic competence is to arrange supervision which aims to make teachers carry out learning properly and correctly. This is supported by the opinion Zulkifli (2014), from the results of his research that the strategy used by school principals is to develop good program planning.

## **b. Goals, Benefits, And Challenges**

### **1. Purpose and benefits**

In improving teacher pedagogic competence, of course, there are goals and benefits such as the results of research from interviews. The purpose of increasing teacher pedagogic competence is to improve teacher quality so that teachers are superior in carrying out their duties and responsibilities. Pedagogic competence is one of the things that is very important for increasing teacher competence which provides many benefits such as teachers can understand students and develop personality in the student learning process and more easily have high self-confidence. As explained by the vice principal the benefits are as follows:

*Many benefits can be obtained after increasing pedagogic competence, one of which is to understand students by utilizing the principles of cognitive development of students, and teachers can also understand student personality development and reflect on it in the learning process. (Vice principal)*

So that the benefits of increasing teacher pedagogic competence are as expected, teachers must always develop teacher performance so that teachers become more professional in increasing their curiosity and have a sense of courage in opinion and the ability to solve problems in the learning process. These results were obtained from interviews with the deputy principal of the school which are stated in the transcript above. In improving the pedagogic competence of teachers there are also aspects aimed at English teachers, namely aspects of knowledge/literacy. The aspects aimed at producing several opinions are:

#### **a. The importance of teacher pedagogic competence**

From several sources that have been studied, to improve teacher pedagogic competence, awareness is needed about the importance of teacher pedagogic competence in student education. As explained by teacher 4 as follows:

*If we talk about real interests, one hundred percent is very important. When we become teachers, the first thing we have to master is pedagogy, so if one asks how important one hundred percent is for those who work as teachers. (Teacher 4)*

A professional teacher must have a broad mind about the importance of pedagogical competence for students because a teacher also plays a very important role in children's education. As this is also supported by the opinion Somantri (2021), which explains that a



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professional teacher is a teacher who has pedagogic competence and who is not only a tool for conveying culture and knowledge but who can convey social values into knowledge.

### **b. Efforts of teachers in improving pedagogic competence**

Efforts made by teachers to improve pedagogical competence in the learning process are by participating in various activities made by related agencies such as MGMP activities, training workshops, and peer assessments. As explained by teacher 4 which is transcribed below:

*Yes, for our efforts here to increase pedagogic competence by providing training, for example, we provide training by school principals such as workshops, MGMPs, or peer-to-peer colleagues. (Teacher 4)*

From the opinion above it can be said that efforts to increase pedagogical competence are by participating in activities/training made by the school principal. This is also explained in the opinion of Jauhari (2020), which suggests that pedagogic competence is a skill and value in teaching students. Therefore, a teacher must be able to master and improve the quality of teaching and learning activities that are held.

### **c. Benefits and advantages**

The benefits and advantages obtained by the teacher in improving the teacher's pedagogic competence greatly influence the responses and attitudes of students, the teacher can know students by utilizing the principles of student cognitive development, and the teacher can understand the development of student personality and reflect on the learning process. One of the opinions of the teacher explained that:

*The first benefit is definitely for all teachers for the first competency improvement, for example increasing competence, so it affects our attitudes and responses in dealing with existing pedagogic problems, so we can better find solutions to pedagogic problems. (Teacher 3)*

From the explanation above, it shows that there are benefits obtained by the teacher such as increasing pedagogical competence in learning so that the teacher can control the class better. Therefore, the teacher can make the class more active and calm.

### **d. Changes in teachers before attending training and after attending training**

Of course, after participating in the pedagogic competency training, the teacher must feel the difference between before and after attending the training, as one teacher said:

*There is, because it's our name as educators, we also have to improve competence, including pedagogic competence, of course, when knowledge increases, the way to solve problems must also be different, and that's what is implemented at SMPN 1 Jeumpa (teacher 3).*

The difference felt by the teacher after conducting this pedagogic competency training can be seen after it is implemented in class. Before conducting the training by sharing the shortcomings in teaching, and we added more insight. Therefore, the changes made by the

school principal to teachers greatly affect the level of teacher performance and increase the teacher's ability to deal with a wider variety of problems.

## **Conclusion**

Based on the results of research at Jeumpa 1 Middle School regarding the efforts of the school principal in improving teacher pedagogic competence, it was concluded that to improve teaching abilities to conduct training activities such as attending workshops, supervision, MGMP activities, and peer assessments. In addition, teachers can also share knowledge with their colleagues in making lesson plans. So that the program carried out by the school principal is as expected, teachers are more active in finding out about planning learning outcomes either by using internet media or sharing with fellow teachers, especially teachers who already have a lot of experience and knowledge.

## **Suggestion**

The suggestion from the research results is that the principal of SMPN 1 Jeumpa should be able to maintain and improve the efforts that have been made so far to improve the pedagogic competence of English teachers. And teachers should also develop and maintain creative and innovative learning methods so that students will be triggered and stay focused on learning.

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