

Principal's Leadership Management for Coaching Teacher

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Abstract: This study aims to identify and describe principal leadership management in teacher development at Air Salek State Elementary School 14. The method used is a qualitative method. Data collection techniques using observation, interviews and documentation. The results of this study indicate that teacher development is one of the principal's duties. At SD Negeri 14 Air Salek, a five-year medium-term strategic plan has been prepared, namely 2018/2022 as well as an annual operational plan. This proves that the planning of teacher development at SD Negeri 14 Air Salek is well planned. The guidance of teachers at SD Negeri 14 Air Salek is also inseparable from the difficulties in achieving optimal coaching results. The obstacles faced include improving communication techniques. Thus, situations like these always impede learning and prevent teachers from reaching their potential. The solution to the problem is to take steps to train every teacher to communicate politely and effectively.

Keywords: Leadership, Management, Teacher Guidance

A. Introduction

In the context of educating the nation's life, national education serves to develop abilities and shape a dignified national character and civilization. It aims to develop students' potential to become people who believe in and fear God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens. Schools, as formal educational institutions, must be able to maximize each student's potential. These pupils must have the cognitive, affective, and psychomotor potential (Priansa, 2018). Schools as educational organizations must work to assess their strengths and weaknesses by making ongoing adjustments and recognizing challenges and threats in order to improve student learning outcomes in order to fulfill the rising expectations and wants of the community.

Schools with experienced administrators and instructors who operate at a high level are anticipated to achieve the desired learning outcomes. Only teachers with exceptional skills and strong motivation to fulfill their duties can provide high-quality learning (Barnawi & Arifin, 2017). Collaboration between school administrators and

instructors, educators, parents, and the government is essential for the success of schools. Teachers have a crucial function because the success and caliber of education are directly correlated with their existence. The teacher's job is to explain, translate, and turn the curriculum's values into something that students can understand through the learning process (Priansa, 2018).

The school principal must provide teachers instructions to raise teacher competence since low teacher competence will make the principle dejected. This is done in an effort to raise teachers' understanding of the value of professional development and the caliber of their job. Low teacher competency can compromise the standard of instruction and prevent a school from fulfilling its goal and vision. In the current state of the global economy, such institutions will be unable to turn forth graduates that are exceptional and competitive (Barnawi & Arifin, 2017). The responsibility for carrying out their mandate, the profession they hold, and the values they possess are all indicators of how well teachers are developing. The development of students' potential and the advancement of the school are then reflected in their compliance, commitment, and loyalty (Priansa, 2018). A teacher plays a very vital position in society because the success and caliber of education depend on him. As someone who is able to explain and translate the values found in the curriculum, you can then transfer these values into what students learn in the classroom. Teachers must do a variety of duties connected to commitment.

The duty includes the social sector, as well as the professional and humanitarian spheres. in the subject as a profession, including instructing, mentoring, and preparing students to realize their many potentials. Education entails fostering the ideals that individuals must possess in order to contribute significantly to society. Teaching involves advancing science and technology so that students may understand it, whereas training focuses on giving students the skills they need to integrate into society (Priansa, 2018). The principal is crucial to a school's success in achieving its vision and mission because he or she is responsible for teaching, managing the school, training new teachers, utilizing and maintaining facilities and infrastructure, and supervising students at the institution they lead (Hendraman & Rohanim, 2019).

School principals must perform managerial tasks such planning, organizing, directing, motivating, implementing, organizing, controlling, evaluating, and innovating in order for schools to fulfill their objectives successfully and efficiently. A good school principal should mold how the teacher applies what they have learned. Good learning outcomes can be anticipated if classroom instruction is effective. The aforementioned points grow increasingly significant as the demands of the school principal's job and position get more intricate. (Wahjosumidjo, 2013) claims that the principal's responsibilities include serving as a formal representative, manager, leader, educator, and member of the staff. Because of this, the principal's leadership and management responsibilities include providing better teacher training than ever

before. In order to make the teaching and learning process more effective and efficient, the leadership of the principal and teachers in primary schools must be used as a guide.

The roles and responsibilities of teachers in fostering and maximizing pupils' potential are very important. To ensure that positive learning outcomes are produced, teachers must have a solid understanding of what is meant by student potential. In order to raise the standard of education, teachers are crucial. As a result, one of the ways that Law Number 20 of 2003 addressing the national education system organized education is by empowering all facets of society through their involvement in the implementation and oversight of educational services. The availability of quality teachers is crucial to the provision of high-quality education.

Teachers are thought of as variables that either lower or raise the quality of national education based on some of the aforementioned considerations without discounting other aspects. Therefore, it is crucial to professionally train teachers in a planned and coordinated manner in order to enhance their performance and enhance learning results.

However, the principal's leadership and management style are inextricably linked to this. According to (Basri, 2014), the principal manages, coaches, and develops the learning process along with other activities, therefore if the principal has a poor leadership and management mentality, the delivery of education would also be poor. The principal is a supervisor who has a responsibility to lead democratically and authoritatively while serving as an example for all teachers, pupils, and school staff. The researchers discovered some information about the teacher development initiatives that the principal of SD Negeri 14 Air Salek carried out based on prior study at SD Negeri 14 Air Salek from June 19 to June 23, 2021. Because many teachers at Air Salek 14 Elementary School are approaching retirement age, their education is still at the high school level, and the distance between their home and school and the road is almost 3 km, the researchers' findings include the fact that there are still many teachers whose learning process is too passive and not optimal.

Nearly 50% of the teachers at SDN 14 live some distance from the school, so if it rains very hard, they may arrive at school late and exhausted, which affects how well students learn in class. This issue compels the principal to instruct teachers as part of his leadership. Because the principal only serves as PLT and lives a long way from the school, he rarely visits, teacher development at SD Negeri 14 Air Salek might be regarded to be incomplete. Due to the distance between the district and SD Negeri 14 Air Salek, it is occasionally necessary to spend the night in order to complete a single task. Additionally, the need for teacher training is critical at SD Negeri 14 Air Salek because half of the staff members are relatively new to the field, have little to no experience, and lack professionalism in their interactions with pupils. Teachers who are carrying out their professional responsibilities need direction and coaching from

a variety of individuals, particularly school principals, in order to develop and enhance their professional performance. Teachers are trained in technical skills, administrative abilities, and interpersonal skills. The three different skill sets each provide a contribution of 50%, 20%, and 30%. Based on the description above, the researcher will conduct a study entitled "Management of Principal Leadership in Teacher Development at 14 Air Salek Public Elementary School".

Management of Principal Leadership

According to (Wahyudi, 2015), explaining how management of school principals is comprised of knowledge, skills, and fundamental values that are reflected by school principals in the habit of thinking and acting consistently, enabling them to become competent or capable in making decisions about the supply, use, and enhancement of potential resources to improve the quality of education. Madrasah is used as a guide in measuring the competency of school principals because the resources used are those suggested by the government in this case. This is why it is ensured that the school will be successful in achieving the set vision and mission.

Competence of Teachers

After finishing an educational program, one can gain competency in English, which is the fullness of mastery of knowledge, skills, and attitudes evidenced via performance work. Education, training, and individual study using learning tools are all ways to achieve competence. Musfah (2012), competence is essentially a statement of a person's abilities at work; it goes along with what is obvious from that employment. One needs the capacity to develop information, an attitude, and skills related to their line of work in order to be able to perform a job. Usman (2011) defines competence as something that both qualitatively and quantitatively indicates a person's qualifications or abilities. According Pribadi (2011), competency can also be thought of as the outcome of the learning process. In other words, competence is a learning objective that students must attain.

According to the opinions of the experts who have been mentioned, it can be said that teacher competency is a skill that a teacher needs in order to perform his or her professional responsibilities. The teacher must therefore acquire all the fundamental competencies he needs, including pedagogical competence, professional competence, personal competence, and social competence, whether he wants to or not. These four qualities cannot be distinguished from one another because they are prerequisites for professional teachers.

Development of Human Resources in Education

The principles and theory of human resource development as in general management that exist in the corporate world, at this time have also been applied in the world of education. Human resources are resources that have a special position compared to other sources. Human resources are able to survive because they have managerial competence. The ability to formulate visions and strategies as well as the ability to obtain and mobilize other resources in order to realize the vision and implement the change strategy. In this way, the element of human resources is the only element in the organization that has dynamics to develop when acquiring knowledge and development from its environment.

According to Samsudin (2010), human resources are people who design and produce goods or services, control quality, market products, allocate financial resources, and formulate all organizational strategies and goals. Human resources is an asset owned by a bank to carry out all operational activities of the bank. In carrying out their duties, human resources directed by a management namely Human Resource Management.

According to (Rukky, 2014), resources which means the source of power/strength, so human resources are interpreted as sources of strength that originate from humans that can be utilized by organizations. Human resources are people who design and produce goods or services, monitor quality, market products, allocate financial resources, participate in formulating all organizational strategies and objectives (Usman, 2011). Mulyasa (2017) explains that the development of human resources in education (management of educational staff) is a series of activities related to the management of educational staff (teachers and other educational personnel) includes: 1) employee planning; 2) procurement of employees; 3) development and development of employees; 4) promotion and transfer; 5) termination of employees; 6) Compensation; and 7) Appraisal of employees. Everything must be done in a professional manner so that achieve the expected goals, namely the availability of the required educational staff with appropriate qualifications and abilities so that they have high performance.

B. Methods

SD Negeri 14 Air Salek was the site of this study. The dates for this study's execution are August 9–August 21, 2021. In this study, a qualitative approach is combined with a descriptive research methodology. In-depth interviews and documentation studies were used as the technique for data collecting in this study. Researchers will have the ability to observe, hear, and question informants about what is required in particular circumstances. Based on information from prior informants, the researcher gathered additional informants to obtain more comprehensive data for this study. The informants for this research were chosen using the snowball sampling technique. In

this study, there are two different kinds of data sources: primary data sources, such as the principal, teachers, and deputy principals, and secondary data sources, such as the school's vision and purpose statement and work programs from the principal. To give a general overview of the accuracy of the data that researchers discover in the field, the data validation process is carried out. According to Sugiyono (2019), data credibility tests (internal validity), transferability tests (external validity), defendability tests (reliability), and confirmability tests (objectivity) are all included in the validity test for qualitative research. Miles & Huberman (2013) model will be employed in this study together with interactive data analysis in accordance with the characteristics of qualitative research. (1) data reduction, (2) data presentation/display, (3) conclusion-drawing, and (4) verification.

C. Results and Discussion

School Principal Leadership Management in Teacher Development at Sekolah Dasar Negeri 14 Air Salek

One of the responsibilities of the school principal is teacher development. In essence, school principals are leaders who motivate, influence, and direct others inside educational institutions to accomplish predetermined goals. In order to successfully and efficiently accomplish educational goals, programs must be cross-sectoral and programmatic. In this sense, the head of school's position is crucial for raising educational standards. Careful planning is the first stage in implementing teacher development. The first step in planning is determining all the potential issues by creating a SWOT Analysis. A component of total quality management is SWOT analysis. An example of a situational and conditional analysis that is descriptive in character (provides an overview) is SWOT analysis. Situations and conditions are used as input elements in this analysis, and they are categorized based on how much of each they contribute. SWOT analysis is not a magic analysis tool capable of producing results that are suitable for the issues confronted by the business; rather, it is only an analytical instrument used to explain the situation that is being faced or that is expected to be faced by companies. A method of management analysis within an organization called SWOT analysis can systematically help in the creation of a well-thought-out plan to accomplish goals, both short-term and long-term. Basic components of empathy are separated out in this investigation, namely: First, S (Strength) is a state or circumstance that now reflects the strength of the organization or program. The second letter, W (shortcoming), represents a current shortcoming in the organization or program. Third, O (Opportunity), which refers to events or circumstances that present opportunities outside the company and give such companies future development prospects. Fourth, T (Threat), is a circumstance that poses a threat to the organization from without and has the potential to jeopardize its continued existence.

This SWOT analysis was created for SD Negeri 14 Air Salek so that you can analyze the organization's strengths and weaknesses through a study of the internal conditions of the organization, as well as the opportunities and threats the organization faces through a study of the external conditions of the organization. An approach for stakeholders to assess current or potential facilities in terms of internal and external features is SWOT analysis. The next step after doing a SWOT analysis is creating an activity plan. The activity plan is set up according to the anticipated completion time. A five-year strategy plan for the period of 2018–2022, as well as an annual operational plan, have been created by Air Salek.

The implementation of teacher training at SD Negeri 14 Air Salek is focused on boosting teacher proficiency. According to article 28 of PP No. 19 of 2005 National Education Standard, the teacher serves as a learning agent for students, acting as a facilitator, motivator, encourager, and inspirational learner. This is reinforced by Uno's theory which states that teacher development provides assistance in developing better teaching and learning situations through efforts to improve teaching professionalism (Uno, 2012). Assess the ability of teachers as educators and teachers in their respective fields to help them make improvements and if necessary by pointing out deficiencies to be corrected themselves which shows that the role of the teacher is multi-functional. Not only transferring knowledge, demanding that school principals motivate teachers to be able to meet teacher competency standards so that they can achieve learning goals and improve school quality.

The standards for teacher competency mentioned include educational competence, personality competence, social competence, professional competence, and competence (Habibi et al., 2019). This is also supported by earlier research entitled "Leadership Management of Principals of Schools in Developing Teacher Professionalism" that was also carried out by Rivayanti et al. (2020). The study's findings indicate that the findings of this study demonstrate that: (1) SD Negeri 12 Betung has finished managing the leadership of school heads in fostering teachers' professionalism; (1) planning, organizing, implementing, evaluating, and following up have all improved; (2) the challenges faced were a lack of information, relying solely on a few teachers, financial constraints, and a lack of understanding of how to develop teacher professionalism; (3) the solution to the challenges I faced was to carry out coaching, supervising, giving assignments, and self-development activities.

Inhibiting Factors in the Implementation of Principal Leadership Management in Teacher Development at Sekolah Dasar Negeri 14 Air Salek

In coaching teachers at SD Negeri 14 Air Salek, there are also difficulties, obstacles or obstacles in achieving optimal coaching results. The obstacles faced include improving communication techniques. This is because communication has an important role in human life. In whatever awareness or circumstance, wherever you

are (Effendi, 2014). Since communicating is a very basic human need, persons can fulfill their wants and accomplish their goals in life through communication. As a result, since we are social beings, we desire to connect with other people. Humans are curious in their surroundings and even about their own bodies. It is this curiosity that drives people to interact with one another. As a teacher, in addition to having learning tasks as mandate of Law Number 20 of 2003 concerning the National Education System article 39 paragraph (2), also has the obligation to improve the quality of education, set an example and maintain the good name of educational institutions as set forth in article 40 paragraph (2) of the National Education System Law. The creation of a positive social image for educational institutions is a crucial prerequisite if you do not want these educational institutions to fail, particularly in the current era of open competition.

The second issue that affects coaching teachers at SD Negeri 14 Air Salek is the high proportion of female teachers who are still in their reproductive years as well as the numerous activities that teachers engage in that are unrelated to their assigned tasks in the instructional process. Teachers at SD Negeri 14 Air Salek either hire more women than men or quit teaching because they have other responsibilities. Therefore, circumstances like this always impede learning and prevent teacher coaching from succeeding. The findings of a prior study titled "Leadership Management of Principals in Schools in Building Teacher Competence" by Pratama et al. (2021) are identical to those discussed above. School administrators create programs that are implemented as policies in order to increase teacher competency. On the basis of recognized competency requirements, programs are created. The stages of planning, organizing, implementing, and evaluating are used to carry out the program. There are numerous influencing elements that will both help and hinder the program during its implementation.

Solutions for Overcoming Obstacles in the Implementation of Principal Leadership Management in Teacher Development at Public Elementary Schools 14 Air Salek

The solution to overcoming the first problem is to address the demand for effective communication techniques, which was addressed by the Principal of SD Negeri 14 Air Salek by taking steps to train each teacher to communicate politely and effectively. Morning Apples, meetings with student guardians, school committees, and other gatherings are utilized as training tools to improve teachers' communication skills. These activities also help teachers strengthen their skills by boosting competency. The SD Negeri 14 Air Salek Principal responded to the second issue in a clever way, specifically by designating six special picket instructors. This teacher's primary responsibility is to carry out the learning assignments and other things that fall under the purview of the absent teacher's obligations. This particular picket teacher is tasked with assisting the school health unit and the libraries while no other teachers are on

leave. The SD Negeri 14 Air Salek principal made this innovative discovery to avoid interfering with the obligations of other teachers.

D. Conclusion

Based on the results of the activities carried out, it can be concluded as follows that one of the management leadership of the principal of SD Negeri 14 Air Salek is in the form of teacher training. Management carried out by the principal begins with identifying all problems that may arise by compiling a SWOT Analysis. In addition, at Air Salek 14 Public Elementary School, a five-year medium-term strategic plan has been prepared, namely 2018/2022 and also an annual operational plan. This proves that the planning for teacher development at SD Negeri 14 Air Salek is well planned. The inhibiting factor in the leadership management of the principal of SD Negeri 14 Air Salek lies in the problem of the large number of female teachers who are still of childbearing age and the many activities of teachers outside the task of the learning process. The solution to addressing the first problem is regarding the demand for the need for effective communication techniques, which was addressed by the Principal of SD Negeri 14 Air Salek by taking steps to train each teacher to communicate politely and effectively. While the second problem was followed up by the Principal of SD Negeri 14 Air Salek in a smart way, namely by appointing six special picket teachers.

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