

Principal's Strategy in Improving the Quality of Teachers' Teaching

Linda Mardiana¹, Nur Ahyani², Nazaruddin²

¹SD Negeri 11 Indralaya, South Sumatra, Indonesia, ²Universitas PGRI Palembang, South Sumatra, Indonesia

Corresponding author e-mail: mardianalinda100@gmail.com

Abstract: This study aims to determine the principal's strategy for improving the quality of teacher teaching at SD Negeri 11 Indralaya. This research used the descriptive-qualitative method. Data collection was carried out using interview and observation techniques, including data analysis techniques. For data validity using the method of triangulation. Data samples in this study are principals, vice principals, and teachers. The results showed that (1) the principal's strategy in improving the quality of teacher teaching carried out by the principal of SD Negeri 11 Indralaya (a) provided laptop facilities as learning media (b) provided opportunities for teachers to attend training seminars outside (c) provided internet facilities (d) following the rules; (2) the obstacles faced by the principal regarding the low level of teacher professionalism of the teacher himself; (3) the solution faced by the principal of SD Negeri 11 Indralaya in overcoming the obstacles to improving the quality of teacher teaching is to entrust full responsibility to several teachers who are less effective.

Keywords: Principal's Strategy, Quality, Teacher's Teaching

A. Introduction

In an educational institution, the principal has a very important role in determining the progress of an educational institution, because the principal has a very large role in developing an educational institution (Haeruman et al., 2021). The school principal as the backbone, the quality of education is required to act as a spirit generator, encouraging, pioneering, and consolidating as well as an administrator in other words that the school principal is the driver of the implementation of quality education management, including the quality of teachers and the quality of the learning process itself in an effort to improve the quality of learning in schools the principal must know all the changes and developments that occur in the school he leads (Makawimbang, 2011), the existence of professional and unprofessional teaching staff with an effort to improve the quality of teaching teachers in the teaching and learning process, because they must be able to realize educational goals and also produce students who are able to master science and technology and have faith in Allah SWT. In addition, an educator is required to be able to manage the school well. Because the success of creating quality schools contributes to the success of education which will further improve the quality of human resources which will be the main capital to be

competitive in the global era (Mulyasa, 2012). Teachers are one of the assets of a school management. Teachers play an important role so that teachers are required to behave professionally in their work (Nurhaya et al., 2017).

Because they must be able to realize educational goals and also produce students who are able to master science and technology as well as have faith in Allah SWT. In addition, an educator is required to be able to manage the school well. Because the success of creating quality schools contributes to the success of education which will further improve the quality of human resources which will be the main capital to be competitive in the global era (Maris et al., 2016). Teachers are one of the assets of a school management. Teachers play an important role so that teachers are required to behave professionally in their work. Because they must be able to realize educational goals and also produce students who are able to master science and technology as well as have faith in Allah SWT.

In addition, an educator is required to be able to manage the school well (Samino, 2014). Because the success of creating quality schools contributes to the success of education which will further improve the quality of human resources which will be the main capital to be competitive in the global era. Teachers are one of the assets of a school management (Romlah & Latief, 2021). Teachers play an important role so that teachers are required to behave professionally in their work. In addition, an educator is required to be able to manage the school well. Because the success of creating quality schools contributes to the success of education which will further improve the quality of human resources which will be the main capital to be competitive in the global era. Teachers are one of the assets of a school management.

Teachers play an important role so that teachers are required to behave professionally in their work (Yudi, 2012). In addition, an educator is required to be able to manage the school well. Because the success of creating quality schools contributes to the success of education which will further improve the quality of human resources which will be the main capital to be competitive in the global era. Teachers are one of the assets of a school management. Teachers play an important role so that teachers are required to behave professionally in their work. As we know that teachers play a very important role for the progress of a nation through education, coaching and development of teachers aims to improve the quality of teaching (Warman et al., 2022). In school management, in order to improve the quality of teaching and achieve certain standards, it is necessary to have a strategy for the principal in improving the teaching quality of teachers (Noprika et al., 2020). Teaching strategies help to improve the quality of teacher teaching in an integrated and continuous manner.

The educational process is said to be of quality if it is able to create fun learning situations, encourage motivation, interest in learning and is able to empower students.

Therefore, achieving good quality in education requires collaboration between educators, parents, government officials, community representatives and business leaders to provide students with the resources needed to meet present and future societal, business and academic challenges. Improving the quality of teaching teachers, of course, a school principal as a leader must have a strategy in improving the quality of teaching teachers so that they can strive to improve education (Riyany et al., 2020). In order to carry out their roles and functions as managers, school principals must have the right strategy to empower educational staff to improve their profession, and involve all educational staff in various activities that support school programs. The principal's strategy in improving teacher teaching quality can be stated as follows (Sa'adah, 2015):

1. The principal's strategy in empowering the potential of teachers is to always encourage, motivate and provide opportunities for teachers to formally continue their education up to undergraduate level.
2. Able to empower educators and education staff as well as all other school members to realize a quality, smooth and productive learning process.
3. Empowering educational staff through cooperation or cooperative means that in increasing the professionalism of school education staff.
4. Provide opportunities for educational staff to improve their profession.
5. Encouraging the involvement of all education personnel.
6. Able to complete tasks in a timely manner and on target.
7. Able to establish harmonious relationships with the community so that they can be actively involved in realizing the vision and mission of the school and educational goals.
8. Able to apply leadership principles that are in accordance with the maturity level of educators and other education staff at school.
9. Can work collaboratively with the school management team.
10. Able to realize school goals effectively, efficiently, productively and accountability in accordance with predetermined provisions.

With the above cues about a school that innovates in education itself and always experiences continuous renewal. Schools will become innovative institutions if they are led by innovative principals as well.

B. Methods

This study used qualitative research methods. The qualitative research method is research that produces descriptive data in the form of written words or can be from people and observable behavior (Arikunto, 1998). With the research design in the form of a strategy study, namely to find out the strategy between the two research variables. The study consisted of 2 variables, independent or independent variables, namely the strategy of the X principal and the teaching quality of Y teachers. The subjects of this

study were the principals and teachers of SDN 11 Indralaya, meanwhile the object used as a source in this research is the principal's strategy in improving the teaching quality of teachers at SD Negeri 11 Indralaya.

Data used in research, namely primary and secondary data, primary data sources were obtained from the head of SD Negeri 11 Indralaya (as the key informant) and the deputy head of the madrasa and teachers as informants (as informants). While secondary data is a record of the existence of an event, or records that are far from the original source. To obtain valid data in this thesis research, the authors used 2 techniques, namely the interview technique (interview) used by researchers to obtain oral statements through conversing, and face to face with the person giving the information to the researcher (Sugiyono, 2017). This method is used by the author to obtain data about the principal's strategy in improving the teaching quality of SD Negeri 11 Indralaya teachers. Furthermore, researchers also use observation or observation techniques used in order to collect data in a study of social conditions/phenomena and psychological symptoms by observing and taking notes (Sugiyono, 2018). In this study the observation method was used to observe the principal's strategy and the teaching quality of teachers at SD Negeri 11 Indralaya.

The data analysis technique used by researchers in this study uses the Miles and Huberman model. Data analysis in qualitative research is carried out when data collection takes place and after completing data collection within a certain period of time. Activities in analyzing qualitative data are carried out interactively and run continuously until complete (Sugiyono, 2018). Data processing in general has three flows of activities namely data reduction, data presentation, conclusion drawing/data verification. Data reduction is a process of summarizing, sorting out the main things, focusing on important things, and looking for themes and patterns so as to provide a clear picture. Presentation of data, namely organizing data and compiling relationship patterns so that it is easier to understand. Drawing conclusions, namely verification of patterns of regularity and irregularities that exist in the phenomena that arise.

C. Results and Discussion

In developing the quality of teacher resources, there were several things that were carried out by the head of SD Negeri 11 Indralaya to find out the forms and strategies for improving the quality of teacher teaching, the researchers tried to trace Mr. Abdul Harissura, S.Pd. SD. Based on the findings at SD Negeri 11 Indralaya, namely the school provides facilities and infrastructure to improve teacher quality, namely by providing facilities for internet activities such as providing antennas and wifi, the aim of which is that activities at school are not hampered when online. The school also has laptops that can be used for teachers and school operators. So that teachers can work on school administration via their laptops starting from working on lesson plans

(RPP), semester programs, annual programs, syllabus and assessments. SD Negeri 11 Indralaya also has an office and a library where the library contains textbooks and enrichment books. In addition, there are also teaching aids for learning mathematics, natural sciences, social sciences, Islamic religious education, and physical education, sports and crafts.

This finding is in line with the results of Imayani's research (2018), regarding the provision of facilities and infrastructure that can improve the quality of education. In addition, according to the opinion of Mulyasa (2012) school principals are one of the educational components that are influential in improving teacher performance. The school principal is responsible for organizing educational activities, school administration, fostering other educational staff and maintaining facilities and infrastructure. In addition, the findings of this study show that educational staff and non-educational staff participating in various scientific activities (training, seminars and workshops) organized by the education office or those carried out by the private sector can have an impact on both the school and the teachers themselves. So that these teachers are competent and form highly committed teachers so that they are able to make their students smart and able to compete with other schools. To make this happen, what must be done is to improve human resources through training and educational seminars.

This finding is in line with the results of Hernia Irmayani's research (2018) regarding SD Pusri's strategy in improving the quality of education. From this study it can be concluded that the results obtained in this study indicate that Pusri Elementary School's strategy in improving the quality of education and educational staff through routine supervision of school principal supervision, training, upgrading, seminars, technical guidance, so that training, workshops and performance evaluation are needed educators and education staff are offset by rewards so that it can be concluded that increasing a teacher's professional staff can occur due to supervision from the school principal, besides that also by attending training, seminars, and others. This is corroborated by research conducted by Fitriah (2020), in the journal management, leadership and educational supervision entitled *The Role of the Principal in Realizing the Adiwiyata School Program*. In this journal it is explained that the need for school principals to prepare everything to work together in helping to realize school programs including the Adiwiyata school program. In addition, school principals need a good strategy so that the program can be implemented properly and supported by all those who have an interest in it.

The situation at SD Negeri 11 Indralaya is that there are some people who are not fluent in using ICT (information communication technology), lack of material or references in learning, and are less effective in utilizing learning time causing the improvement of teacher quality to have obstacles, so that the program the school

wants to achieve is slow to implement. achieve the desired goals, this will directly impact the learning process which should be held interactively, inspiring, and fun, as well as motivating every lesson carried out by teachers in class is still far from expectations. Likewise, an educational atmosphere that challenges and motivates creative students has not can be applied. The evaluation carried out by the principal of SD Negeri 11 Indralaya in overcoming obstacles to improving teacher teaching quality is: Peer tutors, namely studying with their own friends to get rid of awkwardness for those who are embarrassed to ask, peer tutors can act as group leaders whose task is to help friends who face difficulties in a learning activity or in other words peer tutors are helpers who are carried out by someone who has high absorption to friends who don't understand.

Teachers who are already fluent in using ICT properly are assigned by the principal of SD Negeri 11 Indralaya by participating in online training/workshops so that learning ICT knowledge can be further improved. The use of ICT is carried out gradually and continuously, either by assigning the teacher concerned to take part in online training through various applications or by doing it individually. There are constraints that some teachers do not master the reference material, not because the teacher lacks knowledge about the learning material to be delivered but, because the teacher concerned does not prepare the learning material from the start, so that during the implementation of the lesson the teacher seems to have less mastery of the learning material. From the teacher meeting activities discussing quality issues that have been carried out by teachers at SD Negeri 11 Indralaya. At the same time displaying the results of the timework that has been implemented by the timework that has been formed. This activity was highly supported by the teachers of SD Negeri 11 Indralaya because it could unravel the individual workload of each teacher. This strategy has been implemented and can help overcome the problem that some teachers who do not understand learning materials can share the workload with teachers who already understand how to make learning materials effective. When giving lessons, it should be timely because it will have fatal consequences for students and students in carrying out learning, for this the school principal overcomes it by means of disciplinary coaching which is conveyed directly when carrying out direct coaching or conveyed in meetings with the hope that some teachers who are less disciplined can implement rules that it has been mutually agreed to serve as an example for students and female students so that they do not violate existing rules and are aware of themselves.

D. Conclusion

Based on the results of the research, it can be concluded several things as follows:

1. The strategy for improving the quality of teaching for teachers carried out by the head of SD Negeri 11 Indralaya is as follows:
 - a. Providing laptop facilities as a medium for learning activities

- b. Giving teachers the opportunity to take part in training activities or seminars outside
 - c. Providing internet facilities as a support for school infrastructure facilities
 - d. Follow the rules in school
2. Obstacles in improving the quality of teacher teaching relate to the low level of professionalism of the teachers themselves. There are still some teachers who are not motivated and motivated to empower themselves, develop their own professionalism or knowledge continuously and sustainably.
 3. Evaluation of the strategy carried out by the principal of SD Negeri 11 Indralaya in overcoming obstacles to improving the quality of teaching teachers is by giving full responsibility to several teachers who are often less effective at utilizing learning time, so that the teacher can reduce his lack of discipline, become a sense of responsibility or trustworthiness, as well as giving advice on applying a high sense of discipline so that good discipline is implemented when carrying out teaching and learning activities in schools.

Based on the conclusions above, the authors suggest that the environment of SD Negeri 11 Indralaya needs maximum good management and arrangement, the researchers suggest that all school members jointly manage, organize and maintain the school environment. For school principals, they can prepare themselves optimally in overcoming existing problems in order to improve the process of teaching and learning activities at SD Negeri 11 Indralaya to be more motivated to face existing difficulties. Meanwhile, teachers should be able to develop their own potential in order to achieve professionalism as teachers for mutual progress and to guide students more effectively.

E. Acknowledgement

We would like to express our sincere gratitude to our family, friends, colleagues in SD Negeri 11 Indralaya, and Universitas PGRI Palembang.

References

- Arikunto, S. (1998). *Research Procedures A Practice Approach*. Jakarta: Rineka Cipta
- Haeruman, A., Fakhruddin, F., & Arbarini, M. (2021). The Role of Principal Leadership in Improving the Quality of Islamic Elementary School. *Educational Management, 10(1), 8-14*.
- Makawimbang, J. H. (2011). *Supervision and Education Quality Improvement*.
- Maris, I. S., Komariah, A., & Bakar, A. (2016). *Principal Transformational Leadership, Teacher Performance and School Quality*. J. Adm. Pendidik.
- Mulyasa. (2012). *Quality and Competitive Education*. Bandung: PT Juvenile Rosdakarya.

- Noprika, M., Yusro, N., & Sagiman. (2020). Principal's Strategy in Improving Education Quality.
- Nurhaya, N., Aunurahman, A., & Radiana, U. (2017). Principal Leadership in Improving the Quality of Education at Sungai Nilam Jawai SDN 4. *Jurnal Pendidikan dan Pembelajaran Khatulistiwa (JPPK)*, 6(11).
- Riyany, E., Harapan, E., & Tahrin, T. (2020). School Principal's Strategy in Developing Teacher's Professional Competencies to Improve Educational Quality. *Journal of Social Work and Science Education*, 1(3), 214-220.
- Romlah, O. Y., & Latief, S. (2021). Empowering the Quality of School Resources in Improving the Quality of Education. *Bulletin of Science Education*, 1(1), 27-44.
- Sa'adah, L. (2015). Strategy to Improve the Quality of Education in Schools. *Jurnal Intelektualita vol 3 (1)*
- Samino, S. (2014). Principal Leadership in the Development of Creative Islamic Education Institutions at SD Muhammadiyah Madiun City. *Journal of Education Management*, 9(2). Matter. 187
- Sugiyono. (2018). *Quantitative and Qualitative Research Methods and R & D*. Bandung: Alfabeta.
- Sugiyono. (2017). *Research Methods*. Bandung: Alfabeta
- Warman, W., Poernomo, S. A., Januar, S., & Amon, L. (2022). Leadership Style and Principal Supervision in Improving Teacher Performance at State High Schools in Kutai Kartanegara Regency, East Kalimantan Province, Indonesia. EduLine: *Journal of Education and Learning Innovation*, 2(1), 17-24.
- Yudi, A. A. (2012). The Development of Educational Quality in View of the Terms of Facilities and Infrastructure (PPLP Facilities and Infrastructure). *Sifa Smart Journal* 1.