

Professional Teacher Development Strategy by the School Principal to Increase the Quality of Education at SMKN 2 Kuripan, Indonesia

Kurniawati, Dwi; Mustari, Mohamad; Sudirman, Sudirman; Wilian, Sudirman; Sumardi, Lalu

Veröffentlichungsversion / Published Version

Zeitschriftenartikel / journal article

Empfohlene Zitierung / Suggested Citation:

Kurniawati, D., Mustari, M., Sudirman, S., Wilian, S., & Sumardi, L. (2024). Professional Teacher Development Strategy by the School Principal to Increase the Quality of Education at SMKN 2 Kuripan, Indonesia. *Path of Science*, 10(5), 3023-3028. <https://doi.org/10.22178/pos.104-9>

Nutzungsbedingungen:

Dieser Text wird unter einer CC BY Lizenz (Namensnennung) zur Verfügung gestellt. Nähere Auskünfte zu den CC-Lizenzen finden Sie hier: <https://creativecommons.org/licenses/by/4.0/deed.de>

Terms of use:

This document is made available under a CC BY Licence (Attribution). For more information see: <https://creativecommons.org/licenses/by/4.0>

Professional Teacher Development Strategy by the School Principal to Increase the Quality of Education at SMKN 2 Kuripan

Dwi Kurniawati¹, Mohamad Mustari¹, Sudirman¹, Sudirman Wilian¹, Lalu Sumardi¹

¹University of Mataram

Jl. Majapahit No 62 Mataram, Nusa Tenggara Barat, Indonesia

DOI: [10.22178/pos.104-9](https://doi.org/10.22178/pos.104-9)

LCC Subject Category: L7-991

Received 15.04.2024


Accepted 28.05.2024

Published online 31.05.2024

Corresponding Author:

Dwi Kurniawati

dwikurniawati.wik@gmail.com

© 2024 The Authors. This article is licensed under a [Creative Commons Attribution 4.0 License](https://creativecommons.org/licenses/by/4.0/) 

Abstract. This research aims to determine the strategies for developing teacher professionalism by school principals at SMKN 2 Kuripan. The research approach used is qualitative with a case study method. Interview, observation, and document review methods are used to collect data. Data analysis is done through data collection, condensation, presentation, and conclusions drawing. Checking the validity of the data is carried out using credibility, transferability, dependability, and confirmability tests. The research results show that:

1. The coaching strategy carried out by the head of SMKN 2 Kuripan School uses formal and non-formal strategies;

2. The effectiveness of the coaching carried out by the principal can be seen from the teacher's discipline, the teacher's presence in teaching in class, the teacher's performance through PKG, the active role of the teacher in participating in activities that support the development of teacher potential;

3. The impact of coaching carried out by the school principal has a significant influence because of the encouragement of facilities and motivation that the school principal always provides; it influences teacher performance and achievement;

4. School principals and teachers face obstacles in carrying out professional development. Some teachers are not disciplined in attending routine training, some experience a decline in performance, as seen from PKG, and some continue to use outdated teaching methods without updating their approaches to current developments.

Keywords: Principal development strategies, teacher professionalism, multi-education

INTRODUCTION

Efforts to improve the quality of education in schools, especially at the Vocational High School (SMK) level, which focuses on work and production abilities, require professional teachers to realize the expected quality of education for better input and output. The professional competence of teachers to improve the quality of education in vocational schools is divided into two strategic activities; the first is a formal strategy; namely, teachers are assigned by institutions to take part in education and training, either carried out by the school institution itself or by educational or

training institutions, because of current job demands and in the future such as including courses, teacher training, seminars, and MGMP programs. The second strategy is a non-formal strategy, namely teachers, based on their desires and efforts, train and develop themselves related to their work or position, such as discipline, discussions, and providing motivation.

To meet educational needs and improve teacher professionalism amidst today's industrial and technological advances, the world of education must innovate; this will prevent it from being left behind by the changes occurring due to the de-

velopment of competition in the global market that generations of students will face. Therefore, teachers must be prepared in the school environment to equip students for a competitive life. Especially in schools with the identity of Vocational High Schools (SMK) because the school's vision and mission prioritize skills in students so that they play a more significant role in developing interests and talents.

Recognizing teacher's importance in preparing them to become professionals is necessary.

Many initiatives have been carried out, but only some teachers perform well in their duties; this is also due to the increasing number of teachers complaining that the curriculum continues to change, and many students still complain that their teachers need to be more engaging. Furthermore, schools and educational authorities cannot guarantee the quality of education as it should be.

The problem of improving the quality of teachers cannot only be resolved by providing sufficient salaries and welfare but also by putting in the effort to develop teacher competency; this is very important because changes in science and technology are swift, so teachers must continuously upgrade to participate in or even create technological engineering that benefits the wider community's lives. Apart from teachers' efforts to "upgrade" themselves, school principals must develop teachers to be competent. Teachers must also adapt by continuing to see progress in the industrial market using a global perspective.

The importance of global perspective insight in education management is an effort to improve the quality of national education. With an international perspective, you can avoid thinking narrowly and being divided by subjective boundaries so that your thinking can develop more by looking at the education systems in other countries that have been designed and developed. So, you can compare it with education in our country to identify which practices you can apply and which are helpful [1]. Increasing global insight for teaching staff can help improve the quality of education in schools.

The existence of Vocational Schools is expected to support economic growth through entrepreneurial activities or work in the Business and Industrial World (DuDi). BPS data for 2017 shows that the increasing number of vocational schools is directly proportional to the increase in Gross

Regional Domestic Income (GRDP); this indicates that the existence of vocational schools contributes to increasing GRDP; however, the rise in GRDP is also influenced by other factors, at least there is an indication that vocational school graduates contribute to economic development [2].

METHOD

The research approach used is qualitative with a case study method. Researchers use interviews, observation, and documentary research to collect data. Researchers analyze data through data collection, condensation, presentation, and conclusion. Checking the validity of the data is carried out using credibility, transferability, dependability, and confirmability tests.

RESULTS AND DISCUSSION

School Principal Professional Development Methods for Teachers. MethodTeacher development into a coaching system is a significant effort for teachers to achieve the expected peak performance. This coaching becomes an action, guidance, and result of becoming a better personality; this coaching is an effort made by an organization to achieve systematic, planned changes, improvements, and improvements authors [3].

Through the principal's coaching process, he provides a professional assistance system to continuously improve the competence and professionalism of teachers so that the quality of education management standards implemented, especially in the teaching and learning process, is outlined in the planning. Coaches can incorporate various activities into the coaching process, such as fieldwork, refresher sessions, interactive exercises, communication training, personality development, and skills coaching.

Teacher professionalism can be seen by conducting teacher performance assessments, which are an activity to foster and develop teacher professionalism. This activity is carried out by teachers and for teachers and involves evaluation from the school principal. The principal assesses the implementation of learning, covering the pre-learning stage (checking class readiness and appearance), core activities (mastery of the material, learning strategies, use of media or resources, assessment of learning processes and

outcomes, and use of language), finally the closing stage (reflection, summary, follow-up) [4].

Educational institutions can utilize various methods to enhance the professional performance of teachers. These methods include cultivating discipline among teachers, which catalyzes their adherence to existing rules with a strong sense of responsibility. Additionally, institutions can motivate teachers, inspiring them to strive for continuous improvement and maximize their and their colleagues' potential. Finally, the teachers should be awarded for their performance results authors [5]. Method of what school principals can do to support the professional development of teachers at the vocational school level, according to authors [6], can be done with two strategies:

1. Formal strategies include (teacher participation in courses and training, holding seminars, and assigning teachers to be active in MGMP (Subject Teachers' Conference) activities).
2. Non-formal strategy (increasing teacher discipline, teacher motivation through providing adequate facilities and infrastructure, enforcing discipline, and providing encouragement to continue to excel)

The findings show the principal always guides teachers to help improve the professional quality of teachers so that the quality of education continues to improve at SMKN 2 Kuripan. The form of coaching the school principal carries out can help teachers be more professional and develop. The research showed that routine coaching every Monday helps maintain teacher discipline. Also, checking teacher attendance through daily picket reports can help see activity teachers filling the study room. Apart from providing coaching every Monday, the school principal holds monthly meetings and evaluations once per semester to see or check teacher performance and carry out teacher assessments through PMM (Merdeka Mengajar Platform); this is to find out improvements or changes experienced by teachers in improving their education potential or professionalism. The coaching process carried out by the school principal is a form of formal coaching.

Apart from that, non-formal strategies are a form of effort made by the school principal to support the formal strategies so that the coaching process runs actively and achieves the expected peak performance. School principals base their non-formal strategy on research results. Principals

often ask questions personally via WhatsApp chat or greet teachers when they meet or meet directly, ask about things related to the teaching process, and ask about program developments or training planned through the Merdeka Mengajar Platform, which the school principal has previously discussed. Apart from that, the principal often goes to the teachers' room to greet them or have light discussions with the teachers during break times; this is done by the principal so that the closeness process between the teacher and the principal runs smoothly so that the teacher does not hesitate to communicate with the principal. The coaching process runs smoothly and achieves the expected goals of improving the quality of education.

Apart from that, from the results of research conducted by researchers, it was found that there were many activities such as training or seminars, and workshops, which were attended by external teachers from the coaching carried out by the principal as a form of support for teacher professional improvement, both carried out by productive teachers and normative teachers. So, the research results show that school principals implement both formal and non-formal methods for the professional development of teachers. The principal conducts coaching by providing regular sessions every Monday, holding monthly meetings, monitoring teacher attendance through teacher picket reports, and administering PKG (Teacher Performance Assessment) every six months via PMM (Free Teaching Platform). Meanwhile, the non-formal coaching carried out by the principal is by approaching teachers, such as visiting the teacher's room during break times by greeting the teacher and inviting light discussions so that communication between the teacher and the principal continues; apart from that, the principal also provides full support and motivation to the teacher to continue to improve their competence by supporting teacher activities and facilitating teachers.

Effectiveness of Teacher Professional Development in Improving the Quality of Education at SMKN 2 Kuripan. The principal's role has great potential in improving teacher performance in schools. As leaders, principals must create a pleasant work environment for teachers. This can be achieved through two-way communication, not creating distance between leaders and subordinates. School principals must consider teachers as work partners who have the most crucial role in

achieving school goals and improving the quality of education.

Based on the research results, the effectiveness of the coaching carried out by the school principal can run smoothly within the specified time. Based on the results of interviews with the principal as the key informant, the coaching carried out so far has run smoothly. Still, if one or two teachers experience problems, a process will be carried out immediately by calling to identify the issues the teacher encounters. Personal coaching will be carried out for teachers who experience undisciplined matters, following the guidance carried out by the school principal.

The effectiveness of the coaching carried out by the school principal can run smoothly if the school principal has a solid vision to ensure quality in the school environment now and in the future authors [7]. Steps that the school principal can take to see the effectiveness of the coaching carried out are (witnessing the increase in teacher competence, discipline, and achievements produced by teachers and students, seeing the teacher's activity or presence in teaching in the classroom, and seeing the teacher's active role in participating in training or workshops)

The effectiveness of coaching carried out by the principal also involves actively involving the role of teachers by providing responses, input, or suggestions to other teachers or the principal to support school progress and improve the quality of education at SMKN 2 Kuripan. The effectiveness of the coaching carried out by the school principal can run smoothly because only a few teachers experience personal problems. In contrast, more teachers carry out their duties and responsibilities as they should by the rules and regulations that have been determined. The informant also conveyed that only a few teachers experienced a decline in performance, which could be proven through teacher performance assessments and teacher attendance recaps.

The effectiveness of coaching can run as it should if making the school a place of learning for all parties, including principals, teachers, and other employees, is an excellent step [8]. If this runs smoothly, it can help the effectiveness of teacher professional development. The motivation or encouragement provided by the school principal can continue to be channelled and absorbed by the teachers, and the supporting factors provided by the school principal can be enjoyed equally by the teachers, such as wifi to access required ma-

terials and a particular room to carry out activities. Apart from that, he always reminded teachers with more potential to share the knowledge they have gained with other teachers or teachers who are still very new. So that teachers can support each other in the process of progress and development over time.

The Impact of Teacher Professionalism Development on Achieving Quality of Education at SMKN 2 Kuripan. The coaching process carried out by the principal for teachers has many impacts on the quality of education. The effect of teacher development in educational institutions must be visible from various components, namely input, curriculum, human resources, and achieving a conducive learning atmosphere authors [9]. The standard competencies described in the Minister of National Education's regulations regarding academic qualifications and skills state that professional teachers must fulfil four main competencies: pedagogical competence, social competence, intellectual competence, and intellectual competence authors [10].

The research results show that improving education quality is very influential. School principals regularly encourage teacher development, consistently reminding teachers of the importance of their ongoing growth, thus creating a significant demand for teachers to continue developing their potential. Increasing the potential possessed by teachers influences enthusiasm for teaching and helps improve students' interests and talents. Teachers are also increasingly challenged to consistently participate in training regularly.

From the findings, the coaching carried out by the school principal focuses on the desires of the times and is guided by the independent learning curriculum. This independent learning program certainly has a significant influence on the changes that occur in teachers because the policies implemented are different from the previous curriculum. This program applies the PMM (Independent Teaching Platform) system through a submission process by following the flow of discussions with the school principal and then proposing potential development programs by following the training provided on the platform. After completing the planning process correctly, the school principal will conduct a check and assessment. Teachers' coaching process and activeness in changing school principals' curriculum and routine coaching certainly impact the quality of education at SMKN 2 Kuripan.

School principals' coaching significantly impacts teacher work's professionalism and quality. Through this coaching, teachers can continue to develop their teaching skills and knowledge. They can better understand effective teaching strategies, the latest educational technology, and good classroom management.

Apart from that, coaching can also increase teachers' motivation and enthusiasm for learning. They feel supported and recognized for their performance and are motivated to continue improving their professionalism and work quality; this positively impacts the quality of education in the classroom because more motivated teachers are more dedicated to carrying out their duties. Improving teacher quality also has an impact on improving overall teacher welfare. Through good coaching, there is hoped to be increased appreciation and recognition for the teaching profession. Apart from that, teachers can also obtain better career development opportunities, thereby improving their welfare financially and professionally.

Curriculum changes that positively influence school culture impact the principal's coaching. Teachers will be more open to innovation and change and better prepared to work collaboratively to improve the quality of education in schools; this can create a more dynamic and progressive learning environment for all school members. The main impact of increasing teacher professionalism through curriculum changes and routine coaching will be on improving student achievement and making teachers more skilled and qualified. Students will understand the subject matter more efficiently and achieve better learning outcomes. Therefore, the coaching carried out by the principal impacts the teachers themselves and the overall quality of education at SMKN 2 Kuripan.

Obstacles Faced by School Principals and Teachers in the Teacher Professional Development Process at SMKN 2 Kuripan. Three factors are causing the low quality of education, namely:

1. The principal's approach to teachers
2. Curriculum change factors and
3. Teacher competency factor.

These three factors will impact the guidance the principal provides because all parties will be directly involved in the school's learning and development process to form a quality education system [8]. By taking these steps, school princi-

pals can play an essential role in improving the quality of education and teachers' performance.

The research results show that teachers and school principals experience several obstacles in improving their professionalism and quality of education. Obstacles include coaching that is carried out routinely; some teachers still need to improve in performance, as evidenced by the teacher performance assessment by the school principal, teacher attendance at regular meetings, monthly meetings, and morning briefings every Monday. Apart from that, teacher activity in teaching can also be proven by teacher recapitalization from daily picket reports of teacher attendance in teaching in class.

Another obstacle experienced by school principals is that some teachers are still late in using information technology and use old ways of teaching. In other words, there are still teachers who have yet to be able to adapt to the progress of the times, and this is also due to curriculum changes that continue to occur with every change of government and policy in the world of education. This problem certainly has a significant impact on teacher performance and teacher professionalism. However, only a few teachers experience this.

In this case, we can see that the informants' statements about the obstacles these teachers face often occur due to internal and external factors on the part of the teachers that can hinder the expected coaching process. The barriers teachers face in the process of coaching principals certainly significantly affect the performance and professionalism of teachers. Still, the solutions provided by the principal and the input provided by teachers to the principal certainly help the continuity of coaching so that it can be carried out as it should. This is, of course, also an effort to reduce the risks and encourage teacher activity and discipline to create the expected level of educational quality.

CONCLUSIONS

The coaching strategy carried out by the principal of SMKN 2 Kuripan uses formal and non-formal strategies. The effectiveness of the coaching carried out by the principal can be seen from the teacher's discipline, the teacher's presence in teaching in class, the teacher's performance through PKG, and the teacher's active role in participating in activities that support the develop-

ment of teacher potential. The impact of coaching carried out by the school principal has a significant influence because of the encouragement of facilities and motivation that the school principal always provides to influence teacher performance and achievement. The obstacles faced by school principals and teachers in carrying out

professional development are still some teachers who do not discipline in following routine training, there are still teachers who experience a decline in performance seen from PKG, and there are still teachers who apply old ways in carrying out the teaching process and do not up gride way of teaching according to current developments.

REFERENCES

1. Mustari, M. (2014). *Manajemen pendidikan* [Education Management]. Jakarta: Rajawali Pers (in Indonesian).
2. Sudiyono, S. S. (2019). *Teaching Factory Sebagai Upaya Peningkatan Mutu Lulusan Di SMK* [Teaching Factory As An Effort To Improve The Quality Of Graduates In Vocational School]. *Jurnal Penelitian Kebijakan Pendidikan*, 12(2), 159–181 (in Indonesian).
3. Agustine, D. T., Gunarto, T., & Ramdani, S. D. (2019). *Strategi Pembinaan untuk Meningkatkan Profesionalisme Guru SMK* [Coaching Strategies To Improve Professionalism Of Smk Teachers]. *Prosiding Seminar Nasional Pendidikan FKIP*, 2(1), 609–618 (in Indonesian).
4. Gultom, T. (2020). Penilaian Kinerja guru mengenai profesionalisme guru di SMP Negeri 2 Pangaribuan Kabupaten Tapanuli Utara tahun 2020 [Assessment of teacher performance regarding teacher professionalism at SMP Negeri 2 Pangaribuan, North Tapanuli Regency in 2020]. *Journal of Education and Teaching Learning*, 2(3), 29–43. doi: [10.51178/jetl.v2i3.66](https://doi.org/10.51178/jetl.v2i3.66) (in Indonesian).
5. Map, J., Iswanto, M., & Prasetyo, I. (2019). Pengaruh Model Pembinaan Guru Dalam Meningkatkan Kinerja Guru Smk Negeri 4 Bojonegoro [The Influence Of The Teacher Coaching Model In Improving The Performance Of Smk Negeri 4 Bojonegoro Teachers]. *Jurnal Manajemen Dan Administrasi Publik*, 2(1), 88–102. doi: [10.37504/map.v2i01.184](https://doi.org/10.37504/map.v2i01.184) (in Indonesian).
6. Nawaki, K., & Rusandy, D. S. (2022). *Strategi Kepala Sekolah Dalam Pengembangan Kompetensi Profesi Guru untuk Meningkatkan Mutu Pendidikan Di Smk Al-Huda Grogol Kediri* [Principal's Strategy in Developing Teacher Professional Competence to Improve Education Quality at Smk Al-Huda Grogol Kediri]. *Otonomi*, 22(1), 200–210 (in Indonesian).
7. Hanim, F., Nurdyansyah, N., & Ruchana, S. (2020). Effect of pedagogical competence and work motivation on the performance of educators in SMP Muhammadiyah 4 Gempol. *Proceedings of the ICECRS*, 6. doi: [10.21070/icecrs2020394](https://doi.org/10.21070/icecrs2020394)
8. Akrim. (2022). *Buku Ajar Strategi Pembelajaran* [Learning Strategies Textbook]. Medan: UMSU PRESS (in Indonesian).
9. Syukri, I. I. F., Rizal, S. S., & Hamdani, M. D. A. (2019). Pengaruh Kegiatan Keagamaan terhadap Kualitas Pendidikan [The Effect of Religious Activities on the Quality of Education]. *Jurnal Penelitian Pendidikan Islam*, 7(1), 17. doi: [10.36667/jppi.v7i1.358](https://doi.org/10.36667/jppi.v7i1.358) (in Indonesian).
10. Syarafudin, H. M., & Ikawati, H. D. (2020). Faktor-faktor yang mempengaruhi profesionalisme guru [Factors that influence teacher professionalism]. *Jurnal Cahaya Mandalika*, 1(2), 47–51. (in Indonesian).