

PAPER NAME

**Jurnal Internas Schol Leadership Dakir.pdf**

AUTHOR

**Dakir Dakir**

WORD COUNT

**6558 Words**

CHARACTER COUNT

**37258 Characters**

PAGE COUNT

**16 Pages**

FILE SIZE

**251.0KB**

SUBMISSION DATE

**Jul 2, 2023 6:14 PM GMT+7**

REPORT DATE

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## School Leadership Model and Teacher Competency Development in Indonesia

Dakir<sup>1</sup>, Umiarso<sup>2</sup>

### Abstract

School leadership is an important element in achieving educational goals. This study aims to explain the school leadership model about teacher competency development in Indonesia. The phenomenological approach is used in qualitative research to explore in-depth information regarding the experiences experienced and felt by participants. Determination of the subject using the purposive sampling technique. Fifteen participants consisted of teachers in the city of Palangkaraya, Indonesia. The data collection technique used in-depth interviews. The data collection instrument used an interview protocol that had been made beforehand. Data analyst using data collection procedures, coding, presentation of data, and interpretation of data. The research findings show that there are three main conclusions. First, the leadership model is influenced by teaching experience and education level. Second, the teacher competency development strategy is carried out by school leaders. Third, are the obstacles faced in the process of developing teacher competence. The results of this study, apart from being a simple guide, also need to be corrected for the limitations and shortcomings of the research through the results of further research.

Keywords: motivation, leadership, supervision, teacher competence.

## INTRODUCTION

Human nature is naturally created to lead. In the smallest aspect, man is a leader for himself. Without this concept, humans cannot direct and be responsible for all their actions (Johnson, 2015). In a larger scope, in all fields, a leader is needed who can command a community group, institution, or even a government. Leadership is synonymous with management practice (Algahtani, 2014). Judging from its function, management carries out many activities related to planning,

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organizing, implementing, achieving, and controlling an organization. Leaders who can design, implement, and develop the potential of all components in the organization are considered successful leaders. But in practice being a leader is not easy and requires a lot of competence and experience (Eddy, 2013). In the world of education, the basic problem of ideal leadership is also experiencing similar problems. Schools or educational institutions need an ideal leader figure who can manage, direct, motivate, develop the potential of every element in the school (Smith et al., 2012).

Leadership is a form of ability that a person has on how to lead so that all components under him can follow and move by the goals desired by the organization. While a leader of a subject is seen as having more ability than others to be able to lead both in a certain field and time (Shuck & Herd, 2012). This advantage has a lot to do with the ability to knowledge, skills attitudes, and behavior fiber. It is hoped that with this competency, the appointed leader will be able to optimize the potential of the elements in his environment so that the activities carried out can lead to the achievement of organizational goals. In schools, a leader in this case the principal influences every aspect related to the school (Day et al., 2016). School policies, human resource development in this case are teachers and other aspects are the responsibility of school leaders to improve their quality and quality. Leaders with a clear future vision will certainly direct teachers and other elements to improve their quality and competence (Shek & Sun, 2012).

The teacher as the spearhead in school improvement is the front line that is directly related to the teaching and learning process which ultimately results in optimal or good results as the goal of the school. The problem faced in school leadership is that there are not many models or leadership styles that can develop the potential and competence of teachers (Steinert et al., 2012). The competence of a good teacher will greatly affect the way of teaching and the quality of learning. The diverse and complete competencies of teachers in both pedagogical, professional, personal, and social aspects require systematic, structured, and continuous efforts (Lantz-Andersson et al., 2018). Competence cannot be obtained suddenly. Guidance, motivation, and opportunities given in teacher self-development are needed (Ryan et al., 2016). This is where the role of school leaders is to be able to carry out their duties and functions properly.

## LITERATURE REVIEW

### School Leadership Model

Leadership cannot be separated from the figure of the leader himself. Leadership has the function of mobilizing all existing potential to

achieve goals (Beer & Clower, 2014). Leadership is currently considered as transformative leadership, where the leader can carry out his duties and obligations by the applicable rules and regulations. Transformative leadership has characteristics, namely awareness of the importance of the process, prioritizing collective interests, and having the spirit and drive to develop further (Choi et al., 2015). The need for ideal leadership in schools cannot be separated from the model or leadership style they have. Various types of leadership already exist and are practiced in many institutions (Hallinger, 2018). There are democratic, autocratic, bureaucratic, charismatic, and transactional leadership models. Democratic leadership emphasizes the involvement of other elements in decision-making (Spencer et al., 2012). This leadership model appreciates suggestions and input.

In contrast to the democratic model, autocratic leadership tends to avoid responsibility. This autocratic leadership becomes the strongest unit in decision-making. Autocratic leadership tends to portray the leader as the center of policy (Weeks, 2012). All organizational activities will run smoothly if determined by the leader. The next leadership model is bureaucracy. The use of standard and rigid procedures in the organization is the basis for determining policy (Tolbert & Hall, 2015). The hallmark of bureaucratic leadership is obeying rules and procedures. The use of authority in determining this policy is another feature of this leadership model. Charismatic leadership is the next form of leadership model (Sy et al., 2018). This leadership model emphasizes the power of inspiration and motivation to others to make changes and achieve common goals. This leadership style of communication can be a way to explain the vision and mission of the institution (Grabo et al., 2017). Transformational leadership refers to the skills and development of employees as part of achieving common goals.

Transformational leadership also leads to positive change in those who follow (followers). Transformational leaders generally have characteristics of being energetic, enthusiastic, and passionate (Hayati et al., 2014). Not only do leaders pay attention and get involved in the process, but they are also focused on helping each member of the group to thrive and succeed as well. Transformational leadership is a leadership model to improve human resources with and the relationship the leader's effect on subordinates can be measured, with indicators of trust, admiration, loyalty, and respect for the leader, trying to motivate followers to do something more and do it beyond their expectations (Yang, 2014).

The last leadership model is transactional leadership. This leadership uses rewards and punishments to regulate and direct their subordinates (Kark et al., 2018). Transactional leadership believes that subordinates are hired to do their jobs and, in return, are paid for their

efforts and compliance. Subordinates are expected to obey the leaders and follow their orders (Chan et al., 2013). Transactional leadership has a positive value when used for this type of work in the form of short-term projects or assignments (Tyssen et al., 2014). This term is often referred to as managerial leadership because its focus is to complete tasks well without the need for creativity and innovation. In addition, this leadership style relies on rewards and punishments received to achieve optimal job performance from subordinates (Xie et al., 2018).

#### Teacher Competence as a Basic Teaching Requirement

Competence is an active ability or skill that a person has. An important element in strengthening competence is about mastering basic competencies, implementing competence, and developing competence (Jackson, 2014). Competence is a unit that describes the assessed potential, knowledge, skills, and attitudes related to a particular profession concerning the parts that can be actualized and realized in the form of action or performance to carry out a particular profession (Succar et al., 2013). In the field of education, teacher competence means the ability of a teacher to carry out the obligations of the teacher responsibly in carrying out his teaching profession (Arifin, 2015). So, the notion of teacher competence is a set of mastery of abilities that must exist within the teacher to realize his performance appropriately and effectively and deliver it to a predetermined target (Gennaro Reed et al., 2018).

By the provisions of the law, the basic competencies that must be possessed by teachers are pedagogic, personality, professional, and social competencies. These four competencies have their characteristics and focus (Murkatik et al., 2020). Pedagogy is the ability in learning or education that includes an understanding of matters relating to the nature of students, characteristics of students, student development, educational concepts that are useful for helping students, teaching methodologies that are by the material and student development, and others (Akerson et al., 2017). Teachers who master personality competencies will greatly assist efforts to develop student character. By displaying role models and role models, psychologically children will feel confident and believe in what the teacher is teaching (Morgenroth et al., 2015). For example, when a teacher teaches manners to their students, the behavior has been practiced by the teacher and has even become an embedded character (Abu et al., 2015).

Professional competence is the ability to master material, broad and deep learning that allows teachers to guide students to meet the competency standards set out in national education standards (Falloon, 2020). The scope of professional competence includes the understanding and application of educational foundations, both

philosophical, psychological, and sociological learning theory according to the level of development of student's development of the field of study for which they are the responsible application of various learning methods (Renatovna & Renatovna, 2021). Skills in using various tools, media, and relevant learning resources and finally organizing and implementing learning programs and evaluating student learning outcomes. Social competence is the ability of teachers as part of the community to communicate and interact effectively with students, fellow educators, education staff, parents/guardians of students, and the surrounding community (Iswari, 2017). This social competence is also a manifestation of the teacher's role in contributing to the community. The social role of teachers is mostly carried out by teachers in the form of preachers or clerics, community leaders, and religious leaders (Bean & Martinez, 2015).

## METHODS

The design of the research is needed by researchers to facilitate the technical implementation of research in the field. Some of the main things that need to be prepared are research design, research subjects, procedures and instruments used, data collection methods, and data analysis.

### Research Design

This research is qualitative research with a phenomenological approach because there is an effort to understand a person's phenomenon related to leadership. This phenomenon of a person will be very meaningful psychologically so that when the subject experiences it, it will be able to provide a more detailed and in-depth picture of the leadership model experienced or felt.

### Participants

The sampling technique chosen is purposive sampling, where the sample taken has been determined based on the criteria that have been made by the researcher. This sample is high school teachers in the city of Palangkaraya. the research subject criteria are 1). Teachers are teachers at schools in Palangkaraya. 2) the teacher can participate until the end of data collection. 3). Selection of teachers based on a minimum of five years of service. 4) objective considerations where the teacher can answer questions completely. The number of participants was 15 people, eight female, and seven males. To maintain participant confidentiality, all subjects are given initials.

### Procedures

Before collecting data, the researcher carried out several stages in a series of data collection. Participants obtained information

beforehand about the research to be carried out. Participants were also given a consent form for their ability to become research participants. After they agreed to be the subject with all the consequences, the next time and place of data collection was determined. Even though the teacher will provide a calm assessment of the school leadership model, the school, in this case, the principal, provides data on teacher recommendations that can be subjects. Interviews were conducted using various techniques. Several teachers can be interviewed directly amounting to 7 people. four people were interviewed by email with questions and answered via voice notes. The other four were conducted by direct telephone. To validate the data, the results of the interviews were reinforced through triangulation of sources, where all participants were collected online or online via the zoom platform. To support data validity, when triangulation of sources through the zoo platform, all activities are recorded automatically. This is intended to re-check the data that has been obtained whether it is appropriate. The interview guide made by the researcher contained four main questions, namely what experiences made the teacher the most memorable with the principal's leadership model. What negative experiences have teachers had with the principal's leadership model. What criteria for school leaders are ideal in developing teacher competence? What makes school leadership different from one another.

#### Data Analysis

The data analysis procedure was carried out in stages. The first phase is done verbatim from the interview results obtained. Next, coding is carried out on important themes that are relevant to the data needed. The important themes obtained are then given synchronization of data in the form of data presentation. Data reduction is used to filter and sort unused data (Yusufov et al., 2019). In the second stage, a series of important themes are put together and then analyzed and given an interpretation of their respective meanings. This process is a complicated stage because it will show the complete conclusion in the form of a complete description. At this stage, three main points of research were found, namely the relationship between school leaders and teachers, the ideal form of school leadership in developing teacher competence, and the obstacles faced by school leaders in developing teacher competence.

## RESULTS

The research findings show that the school leadership model is very varied. There are three important and new themes related to the relationship between school leaders and teachers, the strategies for developing teacher competence, and the obstacles that hinder them.

The interpersonal relationships between school leaders, in this case, the principal and teachers, also vary. This relationship is usually due to school assignments or there is also an emotional closeness. This is indicated by the existence of instructions from the principal for the completion of the teacher's task or <sup>5</sup> the form of giving attention to the teacher in the form of self-development motivation.

#### Motivational Encouragement from the Principal

As stated by the HA teacher, during my teaching at this school, 3 leadership periods have changed. Of the three, there is one school leader who has high morale. He often gives encouragement and motivation to achieve higher qualities and goals. This type of principal indirectly gives a positive aura and influence on the school environment. A senior HP teacher also said that "a principal who has good communication will create a dynamic and creative school climate. We also feel that our principal provides a lot of new and important information for personal development. The principal often communicates with the teacher regarding this. The teacher EL added, that "principals who have good relationships and interactions can also influence teachers to continue to learn and develop themselves. Usually, a visionary principal provides <sup>4</sup> opportunities for teachers to take part in existing training or workshops to increase teacher competence.

A similar explanation was also given by AJ's teacher, "that principals who are close to teachers usually have good communication skills. Besides, it usually often provides constructive motivations for the development of teacher competence. Another interesting result is the experience of another teacher (AM), that "according to my experience, who has taught for almost 25 years, some leadership models are indeed different from one another. But I feel that principals who have close relationships with other school partners on average have had long experience in teaching and many schools. This is probably what makes him have diverse experiences, high spirits and visionary". Another slightly different finding also emerged and was expressed by the WB teacher, who explained that "not all school principals have closeness with all elements of the school. I have experienced when there was a principal who came from outside the city and was not familiar with the school environment. He is very formal and does not provide much motivation, but rather gives instructions to teachers or other educators. This creates an official impression and is not close to all components of the school".

#### Competency of School Leaders in Supporting Teacher Supervision

Basic teaching experience and ability, level of education taken, and skills of school leaders are closely related to managing and leading schools. These aspects of the school leader can be mastered in a short



period. An excerpt from an interview with a schoolteacher (SS) stated that "the principal at my place, during the 2 replacement periods, I felt almost the same way as he led. The first principle is a graduate of one of the public universities in the city of Palangkaraya. Then he continued his education in Yogyakarta to take the second strata. The car to lead and manage the school I feel is more organized and clearer. This may be because the knowledge obtained is wider and more numerous. the second principal also took a special education stratum. It is almost the same as having a clear vision and an effective communication style. A similar explanation was also expressed by the DM teacher, he stated that "it turns out that the competence of the principal also influences the way he leads.

One of the principal's functions is to provide supervision. I was once led by a school principal who was young but had good management skills and adequate knowledge. Skills in terms of teaching and the use of learning media are very skilled so that when giving teaching, as far as I know, it is interesting and fun. I also feel for myself that the principal provides a lot of input and guidance to senior teachers who are older in terms of planning, implementing, and evaluating learning". Teacher SH, who has 23 years of teaching experience, revealed that as far as I remember, a principal who can lead well is one of the advantages of having a long teaching experience. From this experience form competence in many aspects. The basic competencies as automatic educators that must be possessed and mastered are pedagogic, personality, professional, and social competencies. Besides that, one of the other competencies is good and fluent communication language. Smooth communication will make it easier to receive the message you want to convey.

#### Principal Supervision in Teacher Competency Development

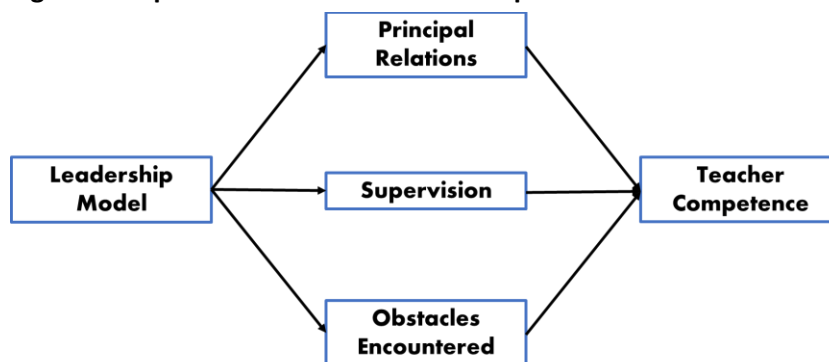
The essence of organizing education and learning in schools is a smooth and good teaching and learning process. Quality learning can only be carried out by qualified teachers. Supervision is a series of activities that help teachers develop their abilities in the learning process that can improve teacher competencies in pedagogical, personal, professional, and social aspects which will lead to the goal of improving the quality of graduates. The results of interviews with LK teachers stated that "in our school, one form of teacher competency development is through supervision activities from the principal. The form of supervision carried out is usually in groups. Teachers who are supervised with the same treatment will be grouped and given training or workshops. The DS teacher who oversees education also added, "our school often has meetings between teachers and the principal. What is discussed is usually related to the obstacles faced by the teacher when teaching. Besides that, the principal holds individual meetings if it is considered that the teacher concerned is

uncomfortable when supervised in groups. "Competence is indeed a basic requirement for teachers in teaching". said the WD teacher. "Therefore, it is necessary to carry out comprehensive coaching from the school, especially by the principal. In our school, all teachers are usually asked to provide the needs that need to be developed, especially for knowledge and skills".

#### Obstacles Encountered

An activity will not be separated from an obstacle. This study also found other keywords, namely constraints. Not everything the school leadership does can run smoothly. According to an excerpt from the interview dialogue with the DN teacher, it was explained that "almost all schools that I know have problems in developing teacher competence. The biggest factor is the teacher's age zone. Teachers who are seniors, in general, tend to be comfortable with their positions. Desire and enthusiasm for progress tend to decrease. I have also experienced my art, as I am also unable to keep up with the abilities of the new teachers." The teacher SH also added that "not only does the spirit of teachers decrease, if the leadership also does not make efforts to increase teacher competence, it will also become an obstacle to be faced". "The lack of information about activities to develop and strengthen teacher competence is also another obstacle in the field," said the TR teacher. "As a result, many teachers are also unable to follow or add experience to pedagogic material or other materials related to increasing competence. The series of new and interesting findings from this study can be grouped into the three key sentences in Figure 1.

**Figure 1. Important elements in leadership**



## DISCUSSION

Leadership is a combined form that must be possessed as a condition for managing or managing an organization. Therefore, leadership will relate to the procedures or procedures in directing people under him to carry out the desired activities in achieving goals (Evans, 2014). The

existence of leaders in schools is a form of responsibility for managing school organizations. School leaders have an important role in setting goals, providing enthusiasm, motivation, and various other activities to carry out school duties and functions (Fernet et al., 2015). The ability of school leaders to manage this is expected to lead to an integrated and effective quality improvement. School leadership represented by the principal cannot be separated from the duties and obligations inherent in it (Strand, 2014). The principal acts as an administrator, motivator, supervisor, and other types of tasks. In addition, the principal is also a teaching leader and functional staff who have professional competence as school leaders. In other words, the principal is a teacher who has the additional task of leading the school. Managerial and operational skills are needed to lead schools effectively and efficiently (Shah, 2014). Schools as formal educational institutions and learning centers have quality teaching standards. School leaders are the main component in determining decisions for all school activities (Truong et al., 2017).

On the other hand, school principals also must improve teacher performance and competence. The principal has focused on efforts to improve the quality of learning (Goddard et al., 2015). One thing that can be done is with supervision. Four important things that can have implications for teacher teaching are the concept of the principal as a teaching leader, the creator of a comfortable school environment, the designer in teacher professional activities, and the principal as an assessor and from the results of teacher competency development (Egalite et al., 2015). Another meaning of the principal in the context of education is that the principal is the main pillar in the success of the school. The progress of schools, the quality, and the quality of good schools are influenced by optimizing the role and function of the principal (Li et al., 2014). The more competent the principal, ideally, will also affect the performance and quality of learning.

The principal also has another role that is no less important, namely as a translator in the field of all government policies related to education. This means that the principal is an intermediary between school residents and the government (Azevedo et al., 2021). Conformity and harmony between policy and field practice can be good. Without a principal, school conditions tend to be stagnant and not dynamic. Teacher performance as an indicator of educational success can be achieved if it is supported by school leaders (Darling-Hammond, 2017). Principals focus on activities that improve the quality of learning through improving teacher performance. The performance itself is directed at evaluating the attitude and behavior of teachers in working according to the standards that have been set. The scope of automatic performance relates to cognitive, affective, and psychomotor aspects (Cooper & Higgins, 2015).

The successful implementation of this teacher's duties and responsibilities requires the support of school leaders. Serious attention to teacher performance is the responsibility of school leaders (Courtney & Gunter, 2015). Performance improvement can be done by providing activities in the form of training, workshops, writing scientific papers, and others as a form of strengthening teacher competence. Competence itself is defined as a basic ability that must be possessed by the teacher before carrying out the tasks he carries out (Sipilä, 2014). These basic competencies include pedagogic, personality, professional, and social competencies. Based on the research findings, the school leadership model to develop teacher competence can be implemented with six strategies (Mohamed et al., 2017). First, high commitment to improving the quality and quality of schools. Not only carrying out their duties and abilities alone, but school leaders also have a strategic plan going forward gradually to achieve the school's goal of quality education. Second, support for teachers must be optimal in increasing their competence. School leaders must try to provide activities that can support the improvement of teacher knowledge and skills (Marsh & Farrell, 2015). Third, budget allocation in improving teacher competence. Teachers are educational assets, so all forms of expenditure in developing their competencies will return in the form of the teacher's responsibility to provide quality teaching (Neumerski et al., 2018). One of the efforts in funding is to propose a teacher competency improvement assistance program to the government. Fourth, the principal provides moral support in the form of motivation or enthusiasm for teachers, especially when facing problems or obstacles. Fifth, the principal as the head of the school can provide a concrete example of a comfortable, calm, and pleasant school climate. A comfortable school environment will be associated with increased teaching motivation (Skaalvik & Skaalvik, 2016). The tasks given to the teacher will also be easier to do with a happy and happy atmosphere. Sixth, there is an appreciation for what has been achieved by the teacher. Although it doesn't have to be in a formal form, performance awards will encourage all teachers to be able to give their best contribution.

## CONCLUSION

The conclusion that can be drawn from the results of this study is about the role of school leadership in improving school quality through teacher competence. School leaders must be sensitive and aware that one of the spearheads in the world of education is the teacher. Teachers need to be nurtured and developed in many ways. Supervision, training, workshops, coaching, and others are some of the efforts of school leaders in improving school quality. Another

conclusion is that there is a dynamic relationship between the principal and other school members. Communication is the main bridge in strengthening this relationship. Good and constructive interactions will improve personal and group performance. Planning, implementation, and evaluation of the work program that has been launched will be able to run well without the support and cooperation of the relevant parties in the school.

## LIMITATIONS

The design that has been made in the implementation of this research is certainly not all perfect. There are shortcomings and limitations experienced in the work process. Improving the quality of problems, improving more comprehensive research methods will strengthen the research results that have been obtained.

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