Developing the Quality of Teacher in Primary School

by

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Abstract

The development of the quality of human resources, especially teachers, is a must for educational institutions that want to live continuously throughout the ages, because in schools the teacher is the main key to the success of teaching and learning in schools. The quality of schools, especially students, is always associated with the quality of teachers, teachers who have social, personal, professional and pedagogical competencies. The aim to be achieved in this study is twofold, to outline the strategy undertaken by principals in developing the quality of teacher resources and to reveal the implications of principals' leadership in developing the quality of teacher resources. This study uses a qualitative approach to the type of case studies. Data were collected using in-depth interview techniques, observation, and documentation. The results of this study indicate that in general the implementation of leadership activities carried out by the school principal has been going well. This can be seen from the learning process that has been going well. School facilities and facilities are well maintained, and the school atmosphere looks conducive and pleasant.

Keywords: Principal Leadership,Teacher Quality, Primary School.

Introduction:

The principal has a very important role to develop the quality of teacher in an educational organization (Andriani et al, 2018; Apriana et al, 2019; Irmayani et al, 2018; Tobari et al, 2018; Renata et al, 2018). A school principal should truly understand that all school members and stakeholders in the school are in dire need of high quality standards of expectation and work. In addition, the principal must have confidence that the school's vision must emphasize high standards of learning. To be able to realize the goals of the school very much needed the skills and expertise of the principal to lead an educational institution especially at school. The school principal is an official in charge of determining and deciding something in a school organization,

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a school principal has the task of managing all organizational resources and working with teachers to guide and educate students in achieving the stated educational goals. Each school principal has his own plans and innovations in an effort to improve the quality of teacher resources.

Siti Ruhana, S.Pd as the principal of SDN 8 Pulau Rimau has the opinion that teachers in an educational institution are the mainstay and become a very important element in shaping public opinion about good schools, which aims to form outstanding students who have noble character and virtuous character. The development of the quality of teacher resources is carried out because SD Negeri 8 Pulau Rimau is directed not only at mastering knowledge but can foster a spirit of love for the motherland and for teachers and students, research on the role and function of school principals is very important. Because a school principal has the responsibility as a leader in the areas of curriculum development, teaching, personnel administration, student administration, public relations, administration of school plans and school organization equipment. And Ibu Siti Ruhana, S.Pd, has an opinion that to create professional leaders, leaders who act as Educators, Managers, Administrators, Motivators, Supervisors, Leaders, Innovators. As an Educator, the school principal functions as a teacher who is able to improve the quality of his students to be the frontline in achieving high school achievement. As a Headmaster, the manager has a role in managing and leading the school. The role of the Administrator is as a plan maker in the field of school administration and school organization. As Supervisor, the principal supervises all activities, both academic and non-academic. The principal acts as a leader, meaning to be a good role model for fellow workers. The function of the Innovator means that the school acts as a better change carrier for the school and for all parties in the school. The Role of the Principal's Motivator must be able to give enthusiasm and good motivation to the teachers so that they can work with enthusiasm in responsibility in educating and teaching their students. Knowing about the diversity of cultures and arts that exist in the beloved Republic of Indonesia.

Through wise and professional appointment and recruitment, a qualified and professional school principal can be realized. The appointment of a school principal needs to be appointed within a certain period of time and after that a re-enactment will be held, which will be the new headmaster replacing the headmaster who has finished his term of office, while the old official will return to being a teacher. In this way it will foster a healthy atmosphere of democracy in schools and will encourage the emergence of a conducive, pleasant and passionate working atmosphere for the creation of optimal quality of learning in an effort to develop the full potential of learners.

As stated Wahjosumidjo (2013) the success of a school cannot be separated from the success of a leader in this case the principal in leading his school. If a leader / principal can understand the existence of a school as a complex and unique organization, then it can be said that the principal has succeeded in leading his school, because in the school organization there are various interrelated and mutually determinative dimensions within which is also the place to take place teaching and learning process and the place of civilizing human life from various dimensions.

The principal is described as a person who must understand the tasks and functions for the success of the school and has a concern for teachers, education staff and students. The principal is the person who determines the focal point and development of a school that functions as a driving force in the life environment of a school. The success of the principal in carrying out his duties is very much determined by the way of leadership. Leadership is a very important factor to encourage and support the realization of the expectations and goals of the school. Moving, influencing, motivating, and directing the people in the educational institution to achieve the goals that have been formulated are the leadership functions (Basri, 2014).

Continuous quality improvement should be one of the paradigm strategies for developing professionalism of teaching staff in schools. To overcome the problem of the low quality of education, it is necessary to develop and improve the quality of teacher resources, which not only uses conventional methods but also through optimizing teacher resources and funding sources that can directly improve and develop the quality (Mulyasa, 2004).

If a school can function well, especially if the achievements and student learning outcomes can be achieved optimally is an indicator of the success of the school (Mukhtar, 2005). In this context it is felt necessary to increase the ability and expertise of school principals in a professional manner to make government programs launched relating to improving and developing the quality of education be successful. In this case a school principal must know and understand the vision, mission and goals of his school. A school principal should have its own characteristics that show its integrity as a leader. All kinds of school activities are always aimed at increasing the professionalism of teachers and education personnel to develop and improve the quality of education to be able to develop and advance along with the needs of the times and development needs.

When viewed from the position occupied in the composition of the educational organization and viewed from the duties and obligations assigned to it, the teacher is a component that deserves attention, the teacher is the front-runner who can determine and provide interesting colors and variations in the teaching and learning process and the quality of education in general. Teacher resources are one of the main elements to achieve goals related to education. The quality of education of graduates of an educational institution is often considered to depend on the role of the teacher and the management of the parts directly involved in the teaching and learning process. At school students make the teacher a guide, and in the community a teacher is a role model and example for every member (Ramayulis, 2008). The main function and role of educators in the Teaching and Learning Process is as a "director of learning" who must be able to direct student learning activities to achieve the learning success that has been set in the target of teaching and learning activities (Sardiman, 2008). The teacher plays the role of "instructor", "educator" and "guide", for that we need a variety of roles in a teacher. The role of the educator will always describe the actions and behavior that is expected in each interaction, both with students and with other staff. From a variety of teaching and learning interactions, it can be seen as central to its role in school. Although it is realized or not part of the teacher's time and attention is largely devoted to processing the teaching and learning process and interacting with students.

Based on preliminary observations made by researchers on March 15, 2019 at SD Negeri 8 Pulau Rimau , researchers found several things related to the leadership of the school principal. In general the implementation of leadership activities carried out by the school principal has been going well. This can be seen from the learning process that has been going well. School facilities and facilities are well maintained, and the school atmosphere looks conducive and pleasant. And researchers do not see any irregularities in the performance of the 8th Elementary School teacher at Pulau Rimau. In other words, the teaching and learning process takes place well and smoothly without significant obstacles, both regarding the discipline of time, preparation in the learning process, and also the ability of teachers to deliver subject material so that it can be understood by their students. Then the researchers also saw the establishment of good communication between teachers and educator participants, as well as educators and other education personnel. From the open interview conducted by researchers with several teachers at SD Negeri 8 Pulau Rimau, the researchers generally received information that the teachers had understood things that were their

work responsibilities. Therefore, based on these preliminary observations, researchers are of the opinion that SD Negeri 8 Pulau Rimau is suitable as a place for this study.

Methods:

The research on the principal's leadership in an effort to develop the quality of teacher resources in SD Negeri 8 Pulau Rimau uses qualitative methods. Qualitative research aims to understand the phenomena about things experienced by research subjects, including behaviour, perception, motivation, action, etc. holistically and description in the form of words and language, in a special natural context. Quantitative research is a research which means that it includes views about disciplined inquiry and the reality of object, in the social sciences and behaviour not only discusses methodological research methods that are technical methodological in research work.

Qualitative approach is a research method based on the philosophy of post positivism, which is used in examining the condition of natural objects, (the opposite is an experiment) in which researchers become key instruments, and data source collection is carried out by means of purposive, and snowball, data collection techniques with triangulation (combined), data analysis is inductive, and the results of qualitative research are more focused on the meaning of the generalization (Sugiyono, 2013).

In this study, data were obtained from various sources, using various data collection techniques and carried out continuously until the data was saturated. Data is the most important part of a study, because with data researchers can find out the results of the research. In accordance with the characteristics of the data needed in this study, the data collection techniques used are: 1) Observation, observation is a fundamental technique in non-test research. Observations are made with clear, detailed, complete, and conscious observations about the actual behavior of individuals in certain circumstances. Sugiyono (2009) states that "through observation, the researcher learns about behavior and the meaning attached to those behaviors". This observation aims to obtain more complete data on the efforts and efforts made by the head of SD Negeri 8 Pulau Rimau in the context of developing the quality of teacher resources; 2) Interview, researchers conducted interviews with the Principal, deputy headmaster, TU and Operator as well as several class teachers in SD Negeri 8 Pulau Rimau who were considered to be able to provide the information needed. Interview is the process of obtaining information for research purposes by way of question and answer while staring face to face between the questioner or interviewer with the answerer or respondent using interview guides; 3) Documentation, documents used in this study are lists of research respondents, photos of researchers when conducting interviews with the head school and several teachers, a photo of the school profile and photos of all teachers at SD Negeri 8 Pulau Rimau. According to Arikunto (2006), the documentary method is looking for data about things or variables in the form of transcript notes, books, newspapers, magazines, meeting notes, leggers, agendas and so on. The documentation method is a way of gathering information or data by testing archives and documents. The data collection method using this documentation method was carried out to obtain data about the state of the institution (the object of research), the existence of the principal, the situation of the teacher, the situation of the staff, the condition of students and the condition of the school itself.

Results and Discussion:

In providing an understanding of leadership experts have different opinions from one expert to another. This is influenced from what point of view they see it. According to Robbins (2015) that leadership is the ability to influence a group in achieving predetermined goals. Mulyasa

(2005) defines leadership is the ability that is mastered by a leader to invite, influence, move, motivate, direct, guide, advise, order, rule, forbid, and even gather if it is embraced, and foster so that human intent as management media will work in order to achieve administrative objectives in an appropriate and timely manner. According to Nasrudin (2010), leadership is an interpersonal influence through the communication process to achieve certain goals as a process of influencing a group of people so that they want to work earnestly to achieve their group goals. Leadership according to Arifin (2010) is as a process of influencing the activities of individuals or groups to achieve goals in certain situations. Nasrudin (2010) argue that leadership is the ability to encourage a number of people to work together in carrying out activities aimed at achieving a common goal. Leadership is an effort to influence people to participate in the achievement of shared goals. Leadership is a group of abilities and personality traits, including authority, to be used as a means of convincing those who are led so that they are willing and able to carry out tasks assigned to them willingly, passionately, happily and do not feel forced (Hikmat, 2011).

Furthermore, according to Harapan (2016) Leadership is the ability a person has in influencing others to want to work together in order to be willing to take actions and actions in achieving common goals. Leadership activities are very necessary in an organization, that is the need for leaders and good leadership. According to Said in Kristiawan, et al (2017) elements in leadership are as follows: 1) the process of giving direction, a leader must build a human relationship between himself and his subordinate members. With the interaction between superiors and subordinates effectively, the directions given will run effectively as well; 2) Motivating, motivation is something that is the main person to work for. The thing that needs to be done by a leader is to give self-awareness to members or employees that work is a necessity; 3) Able to create self-confidence, the development or strengthening of self-confidence is the basis for enhancing leadership abilities. In an effort to build self-confidence, a leader must increase his professionalism to control an organization, especially in front of employees.

In an organization a leader has a very important role that affects the performance, quality of an organization. Soelardi in (Mulyasa, 2005) defines leadership as the ability to direct mobilize, invite, influence, motivate, advise, guide, rule, ban, and punish, and foster work in order to achieve effective and efficient administrative objectives. When viewed from the meaning of the word, leadership is the readiness and ability possessed by someone to be able to move to influence, encourage, invite, guide, direct, and if necessary force people or groups to accept that influence and then do something that can help achieve a certain goal predetermined (AP Lecturer Team UPI Bandung, 2009). It is undeniable that organizational success depends on leadership.

In recent years the problem of leadership has attracted the attention of many, especially in the study of public management, because leadership is seen in terms of quality having a broad dimension and in terms of quantity is very less, but those who carry out leadership have more potential when compared to those led. Leadership not only means a leader to humans, but also a leader to change.

A leader not only influences subordinates, but also is a source of inspiration and motivation for subordinates in order to develop and improve the quality and expertise in a career. Therefore the definition and interpretation of leadership varies in its development. In the historical record of Luthans (2006), there have historically been two views about a leader and leadership: where he came from. First, genetic theory (genetic theory), which states that leaders and leadership are determined by genetic factors (hereditary). Second, theories that record the importance of character (traits theory). Third, the theory of environmental influence (behavioral theory). Is it true that leaders and leadership are determined solely by genetic factors? Not completely true. Genetic

factors are very important, but the most important is how leadership character can be present in the personal figure of a leader. In addition, the capacity and capability of one's leadership is also determined by how much experience and contact with the (Pamudji, 2010).

Successful leadership is leadership that is able to organize and guide all the activities of its members in a directed and effectively coordinated manner, so that organizational goals can be achieved optimally. The principal is the person who leads a group of teachers and staff members. To lead does not mean to be in power and to act arbitrarily, but in the sense that the principal is in charge and must always be able to look down, the role of the principal in this case provides guidance and guidance to teachers in order to carry out their duties and obligations as educators and instructors in an appropriate and timely manner. Efforts and activities in providing the broadest opportunities for teachers to grow and develop professionally are the duties and responsibilities of the school principal in the supervision (Wahjosumijo, 2005).

To be able to carry out and carry out his role in occupying his position as a good leader, it requires good physical, spiritual and moral requirements, even proper socio-economic requirements. But in this section, only the personality requirements of a good leader will be discussed. These requirements are as follows: 1. Simple and humble, 2. Having the nature of being helpful, 3. Having patience and stable emotions, 4. Having confidence in yourself, 5. Fair, honest and trustworthy (Wahab, 2008).

According to Kristiawan et al. (2017) A good leader not only has these requirements, but there are some aspects of personality that are also important for a leader in leadership education: 1) The ability of educational leadership personalities; 2) Have a higher ability than the people they lead in the field of education; 3) Having a continuous will to be able to adjust between the ability to develop and the goals of the organization they lead. Leaders and leadership are needed by humans because of the strengths and weaknesses possessed by every human being. This means that there are people who have the ability to lead, but there are also people who do not have the ability to lead.

The leader is a person who has certain skills that can influence his followers to collaborate towards achieving the goals set. Thus, it is clear that the leader must have various advantages, skills when compared with other members. Masaong (2011) explains: "Leadership style is the norm of behaviour used by someone when that person tries to influence the behaviour of others who are seen. In this case, the effort to harmonize perceptions among people that will influence behaviour with those whose behaviour will be influenced becomes very important. Leadership style is a rule or can also be interpreted as a pattern of behaviour in carrying out its leadership. There are two leadership styles with the task orientation and the style on the orientation of the members (Engkoswara, 2010). Leadership style has 3 basic patterns, those that prioritize the implementation of tasks, prioritizing cooperative relationships and those who prioritize the results that can be achieved.

Based on the description above, it can be concluded that the leadership style is the way a person uses in approaching and influencing others to want to do something. According to Robbins (2007) revealed that there are four types of Path Goal leadership classifications, directive leadership style, supportive leadership style, participative leadership style, and task-oriented leadership style. A variety of leadership styles can be used by a leader to influence and motivate his subordinates, so as to improve the performance of his subordinates in doing work. Wirjana (2005), revealed that a leader uses a leadership style that depends on the situation a) In leadership the director gives directors specific advice to the group and establishes the main rules; b) There is a good relationship between the leader and group and show sensitivity to the needs of members

called Supportive Leadership; c) Participatory leadership leaders make decisions based on the results of deliberation, consultation, and exchange of opinions, as well as sharing information with groups; d) Leaders who expose members to challenging goals, and encouraging high performance, while showing confidence in the group's ability called Leadership Orientation Achievement. Of the several leadership styles above have different effectiveness, according to factors that influence the behavior of leaders. A leader in carrying out his duties is greatly influenced by several factors, both originating from his personal self or from outside the individual leader.

The principal comes from two words, the principal and the school. Head means chairman or leader of the organization or institution. Whereas school has the meaning of institution where to receive and give lessons. So the principal can be interpreted as school leaders or institutions where they receive and give (Basri, 2014). Based on the Minister of National Education Regulation No. 28 of 2010 concerning the Assignment of Teachers as Principals article 1, what is meant by principals are "Teachers who are given additional tasks to lead kindergarten, extraordinary kindergartens, elementary schools, extraordinary elementary schools, junior high, extraordinary junior high school, senior high school, vocational high school, or external high school ordinary (SMALB) which is not an international standard school (SBI) or that is not developed into an international standard school (SBI).

The principal can be defined as a functional teacher who is given the task to lead a school that is the place where the teaching and learning process is held, at the place of interaction between the teacher who gives the lesson and students who receive (Wahjosumijo, 2013). From the above definitions, it can be concluded that the principal is a teacher who has an additional task to lead the learning institution from the level of early education, basic education and secondary education because it has the ability to lead all the resources that exist in a school.

Strategy is a technique and tactic that can also be interpreted as the efforts of a commander or leader in winning the war which has been the main objective Akdon (2009). In the realm of education, principally the principal's leadership strategy in order to develop the quality of teacher resources is the main tips, methods and strategies that are systematically designed and directed by the education leader in this case the principal in order to realize the goal of developing the quality of teacher resources related to the implementation of ideas, planning, and execution of an activity within a predetermined period of time carried out by the principal in a particular institution (Alwi, 2001). Seen from his approach the strategy of developing teacher quality resources can be divided into two parts (1) the approach known as "buy" is an approach oriented to the reception (recruitment) of human resources (2) the approach known as "make" is an approach that progresses towards development existing human resources with training education and guidance.

According to Rivai (2011) the development of long-term HR as a differentiator from training activities for certain jobs has become a concern of HR development. Through existing employee development activities, HR development seeks to reduce the organization's dependence on the appointment of new employees. If the organization is developed appropriately so that vacancy formations through HR planning can be filled internally. Promotions and transfers also show employees that they have a career, not just work. HR development is a necessity that will be carried out by the organization so that HR can be highly skilled and committed to developing the organization in the future.

In relation to the development of the quality of teacher resources can actually have a positive influence for the institution and for individuals and parties directly involved. Besides the development of the quality of teacher resources is also intended to increase productivity, loyalty and cost-efficient, at the same time individuals will be more confident in pursuing a career and a

bright future for career development. While the term quality improvement in the Indonesian Big Dictionary the term increase means a good measure for an object, grade, level or degree, for education is the level of intelligence, quality, improve education. So on the word achievement in the Popular Scientific Dictionary, meaning quality, degree or level.

Based on the description above, it can be understood that the management of teacher resources towards improving quality is an implementation system in carrying out an educational effort that seeks to maximize competitiveness through continuous improvement to improve the overall quality of education. The human development strategy aims to more easily obtain and create potential and qualified humans who can be relied on and able to work in order to develop the organization so that it becomes a superior and highly competitive organization. Efforts to develop teacher resources are carried out with the aim of gaining competent personnel and can stimulate and develop skills, knowledge and attitudes with various programs that are expected to carry out noble tasks properly and correctly.

A more specific aim in developing teacher resources is that the quality of teachers continues to improve over time, which means that teachers must have broad insight about education, grow and develop in aspects of knowledge skills. With the issue of the quality of education that has been very influential in the world of education, not only for professionals, but the general public also wants a movement of renewal and change in the world of education now, to improve the quality of teachers and the quality of education. The problems faced in improving the quality of education need to be examined and examined so that in the future the Indonesian people can improve the quality of teachers and the quality of education quickly and be able to compete with the progress of the era and era of globalization.

Here the author will explain some opinions of experts about the difficulties encountered in improving the quality of education 1) In Total Quality in Management Sallis (1984) says the causes of the low quality of education can be caused by a variety of sources, including minimal curriculum design, management of infrastructure that is not appropriate, an unpleasant working environment, systems and procedures (management) mismatched, lack of study hours, and the lack of human resources and staffing; 2) Mulyasa (2002) states that the cause lies in ineffective school management. As a leader, there are still many school heads who are less able to implement improvements in the quality of their schools because they are not equipped with good leadership and managerial skills. Recruitment of school principals that are not yet based on leadership abilities and professionalism and lack of education and training. From the opinions of the experts above, the authors can conclude that the obstacles encountered in developing the quality of education that is often encountered is the absence of awareness from educators about the meaning of education where they prioritize personal interests and underestimate students, so that students do not get the attention that full.

Leadership is one of the abilities of someone who is very interesting to talk about which often leads to opinions and talks that discuss about leadership. Leadership is the ability to influence others, through communication both directly and indirectly with a view to directing subordinates so that they understand, aware and happy to follow the leader's wishes (Kristiawan et al, 2019; Wandasari et al, 2019; Khasanah et al, 2019). The role of leadership is very strategic and important for the achievement of the mission, vision and goals of an organization is one of the motives that motivate people to always investigate the ins and outs related to leadership. Leadership has a very close relationship with motivation, because the success of a leader in moving others to achieve the goals that have been determined is very dependent on authority, and also the leader in creating motivation in every subordinate, colleague or boss leader itself.

According to the managerial theory of the Grid there are 2 orientations which are the measure of cantering on human resources and tasks. With the orientation of the 2 aspects prove that leadership in an organization must pay attention to the relationship between fellow individuals as a motivation in doing work. This shows that the need for the relationship of each individual in completing the work given to subordinates. The task of a leader is to provide direction and guidance and motivation to subordinates to be able to work with enthusiasm and pleasure so that they can complete their tasks properly and the organizational goals that have been set previously will be achieved. The implication of this theory for organizational communication systems is that this theory understands that communication is very important in leadership with leadership styles that are different from leaders. A good leader is a leader who is able to interact with other leaders, and also with his subordinates as a valuable asset of an organization. All this will be established if the leader has a good behavioural approach, establish good communication and effective communication.

The results of this study indicate that in general the implementation of leadership activities carried out by the school principal has been going well. This can be seen from the learning process that has been going well. School facilities and facilities are well maintained, and the school atmosphere looks conducive and pleasant.

Research that discusses the leadership of the school principal has also been carried out by Himmah (2012), her thesis entitled "Leadership of Madrasah Heads in Improving Education Quality (Case Study in Madrasah Aliyah Negeri Jember I)". The results showed that the leadership of madrasas had the characteristics of transformational leadership. In addition, the strategy used by madrassas in developing teacher quality through workshop studies and training. Furthermore Suhaimi (2004) also conducted research on school principal leadership with the title of his thesis "Principal Leadership in Improving Education Quality (Case Study in Muhammadiyah High School Mataram." The results of this study indicate that the role of the principal is very influential on teacher performance. From some of the above studies it can be concluded that leadership and the leadership implications of school principals are very influential on teacher performance and the success of an educational institution.

Conclusion:

The results of this study indicate that in general the implementation of leadership activities carried out by the school principal has been going well. This can be seen from the learning process that has been going well. School facilities and facilities are well maintained, and the school atmosphere looks conducive and pleasant. In an effort to develop the quality of teacher resources available at SD Negeri 8 Pulau Rimau, the principal made several efforts and strategies. The strategy and development of the quality of teacher resources carried out at SD Neger 8 Rimau Island aims to produce and form high quality teachers who have high commitment to the institution. The implication of the principal's leadership is very influential on the performance of teachers because with the headmaster who is always present in every activity in the school will provide motivation for teachers, teachers and students feel that the principal is really concerned and responsible about the state of the school.

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