School Principals' Leadership In The Development Of Teacher Resources Quality

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Abstract

The existence of school principals both as learning leaders and as leaders of educational institutions is essential and strategic because the principal is the top leader and the top manager in an education unit that will give color and determine the direction of achieving educational and learning goals at school. This study describes the principal's leadership in developing the quality of teacher resources in Ar Raihan Middle School and Darul Fattah Middle School in Bandar Lampung. The results showed that teacher personality development is carried out by empathizing and establishing. Developing teacher knowledge enhancement is done through several activities such as educative socialization and implement open management. Teacher guidance to understand and implement the vision and mission of the school is done through the socialization of the School Work Plan. The teacher's ability to make decisions is done by empowering the working mechanism through the School Management Team for Ar Raihan Middle School, while the Darul Fattah Middle School through the founders of the school and the School Internal Quality Development Team. They are fostering the ability of teachers to communicate both verbally and in writing in the school environment.

Keywords: *School principal leadership, Teacher resources quality.*

I.   INTRODUCTION

Education is a series of systematic, planned efforts to improve and improve the quality of human life. In other words, the learning process can improve the quality of human resources in each education unit. To improve the quality of educational resources, teachers are a component of human resources that must be fostered and developed continuously in order to be able to prepare students who have various competencies and have the skills to carry out actions.The development of an increasingly rapid era brought changes in human thoughts, including a paradigm shift in improving the quality of education. Following the direction of the Director-General of Elementary Education, important paradigms in efforts to improve the quality of education are (1) learning activities will shift from schooling to learning, from teaching to learning (2) from pupils or students to leaders, (3) from the learning process can occur in schools, home and office to form the learning society. In this case, UNESCO has provided four basic principles to get to the new paradigm, namely: (1) learning to know, (2) learning to do, (3) learning to live together, (4) learning to be (UNESCO, 1994).The constructivism thinking flow is in line with UNESCO's four pillars of education, which gradually include: 1. Learning to do, namely learning, is strived to empower students to be willing and able to enrich their learning experiences. 2. Learning to know, the learning process is designed by intensifying interaction with the physical, social, and cultural environment so that students can build understanding and knowledge of the world around them. 3. Learning to be is the learning process in which children are expected to build their knowledge and confidence.

Knowledge and confidence are obtained after the child actively interacts with the surrounding environment. 4. Learning to live together, namely learning, is more directed at efforts to shape personality to understand and about diversity, so that birth positive attitudes and behaviors in responding to differences or diversity (Unesco, 2006) From the description, educational institutions have a large and heavy duty and responsibility in preparing and improving quality students on an ongoing basis. The results of quality education graduates, the role of school principals in carrying out leadership in schools that are led is still very decisive as it is known. School principals are educational leaders who have a huge role in leading teachers when carrying out learning tasks to develop graduate students' quality at school. The school's vision must

emphasize high standards of learning, high-quality expectations, and performance. The principal's leadership style has an important role in achieving the school's goals, which is to develop the school. Its effectiveness is able to answer every school's needs according to the role and function of the principal. The role of the principal's leadership in increasing school success has several supporting factors (Fitrah, 2017; Raolina et al., 2021).The success of a school principal in carrying out his duties depends on his leadership. The effectiveness of the management of the field of school work and coaching activities depends on the effectiveness of the school's work. The leadership of the principal determines the effectiveness of personal work. If the principal can mobilize, guiding, and directing the personnel, will ultimately succeed the school organization (Afmansyah, 2019).Leadership is a process of influence in determining organizational goals, motivating followers' behavior to achieve goals, and improving the group and its culture.

It also influences the interpretation of the events of followers, organizing and activities to achieve goals, maintaining cooperative relations and group work, gaining support and cooperation from people outside the group or organization (Carudin, 2017; Rahayu, 2018).Mulyadi stated that leadership is influencing individual or group activities to achieve specific goals in predetermined situations . While Baharuddin said, that leadership is an effort made by someone with all the ability he has to influence, encourage, direct and move individuals so that they want to work with enthusiasm and trust in achieving organizational goals. All leadership leads to a process to exert social influence on others so that other people carry out things as desired by the leader (Baharuddin, 2008, 2018).The principal is the key to the success of the school in developing multi aspects. So that the activities to improve and improve the program in schools main rests with the principal himself. As an educational leader, the principal has a huge role in developing a harmonious work spirit and cooperation, interest in developing the world of education. The development of the professional quality of the teachers they lead and the quality of students or in general is primarily determined by the quality of school leaders (principals). It is further agreed that although there are many factors that help make schools successful such as good curriculum, quality teaching, and a strong professional culture, all these are shaped and developed by leadership characteristics of school principals. Principals serve as key factors in the health of the school and the success of its students (Heck, 1992; Ndiritu, 2019).School principals are school personnel who are responsible for all school activities.

He has full authority and responsibility to organize educational activities and the school environment and which he leads based on Pancasila. School leadership needs to be emphasized more in coordination, communication, and supervision because education weaknesses and obstacles often stem from a lack of coordination, communication, supervision.Concerning educational activities, an essential element determining the achievement of objectives is teacher resources. The teacher is a component that needs attention. In terms of the position occupied in the structure of educational organization and terms of the duties and responsibilities, the teacher is the initial implementation that can determine and color the teaching and learning process and the quality of education in general.The teacher is the most decisive component in the overall education system, which must receive central, first, and foremost attention. This figure will always be a strategic spotlight when discussing education problems because teachers are always associated with any component in the education system. The teacher also determines the success of students, especially concerning the learning process. Therefore, any improvement efforts undertaken to improve the quality of education will not make a significant contribution without the support of professional and qualified teachers.In other words, improvements in the quality of education must originate from the teacher and lead to the teacher. Sudarwin Danim revealed that one of the characteristics of the education crisis in Indonesia is that teachers have not been able to show adequate work performance. This shows that the teacher's performance is still not said to be good. Therefore it is necessary to increase ability, skills, and of course, all the competencies that should be possessed by a teacher for the realization of an atmosphere of effective and quality learning (Danim, 2010).Haris also revealed that teachers in schools are central to school productivity and the quality of teacher work is a significant factor influencing the learning process. The quality of graduates of a school often depends on the teacher's role and the management of related components in the teaching and learning process .

The Directorate of High School Development states that the quality of education is primarily determined by the ability of schools to manage the learning process, and more specifically, the learning process that occurs in the classroom. The consequence is that the teacher must prepare (plan) everything so that the learning process in the class runs effectively. A teacher will work professionally if he has high workability and sincerity to do his job as well as possible.The principal's leadership is based on observations made by the author that there are still principals who have not yet carried out their roles and duties as headmasters in educational institutions for which they are responsible. The Government of the Republic of Indonesia in Permendiknas (National Education Ministry Rules) No. 6 of 2018 states that the principal's job is as manager, supervisor, and entrepreneurship, therefore the role of the principal as an educator, motivator, administrator, supervisor, leader, the innovator has not been thoroughly carried out effectively, this is thought to be one of the reasons in developing the quality of schools, or Islamic schools has not been able to be realized in line with expectations.Ineffectiveness of the role of a principal is alleged because the principal has not yet comprehensively fulfilled the concept of his role as EMASLIM. This has happened in various education units in both public/private schools/Islamic schools. The principal's leadership as a leader is responsible for influencing, mobilizing, directing, guiding, if necessary, forcing teachers and education personnel to carry out their duties to achieve the expected educational goals.To obtain a glimpse of "the principal's leadership as a leader in Ar Raihan Middle School and Darul Fattah Middle School in Bandar Lampung City in developing the quality of teacher resources." The conducted a pre-survey conducted at Ar Raihan Middle School in Bandar Lampung and Middle School in the Qur'an "a Darul Fattah Bandar Lampung on the 10th to January 25, 2019. In the pre-survey, the author wanted to obtain various information related to the principal's leadership role as a leader in efforts to develop the quality of teacher resources. The following information was obtained:

-        The principal has a strong personality, and the principal is a role model for school members. Honest, empathizing is done through a personal or collective approach, providing rewards and punishments for school residents, and is responsible for school programs capable of conducting assessments and follow-up.

-        The headmaster conducts educational gatherings and religious activities in the mosque with teachers to strengthen the bond of togetherness. While also filling the discussion room to explore input and find solutions to the problems encountered, turning on school-level MGMP and conducting in-house training (IHT) to improve their competence continuously.

-        In fostering the school community's understanding of the vision, the school's mission is carried out by involving school residents in making long-term, medium-term, short-term programs. And then socializing the school community through information boards or media that school residents and the community easily read.

-        To make teachers have the ability to determine the direction, methods, and learning media of principals provides freedom and opportunities for teachers to develop their creativity in learning activities. The principal empowers and engages the quality development team, and the results will be conveyed to the foundation.

Excellence in student achievement, including the pattern of teacher resource development designed in a curriculum. The integration of national curriculum and religious materials plus a portion of language learning is unique and relatively different from other private schools. Inspires researchers to examine how school principals' leadership activities in both schools develop the quality of teacher resources through research. In a relatively young period, Ar Raihan Bandar Lampung Middle School was established in 2008. Darul Fattah Bandar Lampung Qur'an Middle School was established in 2012. Both schools have successfully demonstrated progress in achieving extraordinary student learning. This makes the two schools included in the favorite private school group among the community, especially students from elementary schools from various regions in Lampung Province. This study is entitled: *The Role of Principal Leadership in Developing the Quality of Teacher Resources in Ar Raihan Middle School and Darul Fattah Middle School in Bandar Lampung City in 2019.* Based on the background of problems above, the researchers focused this research on "the leadership of the principal as a leader in developing the quality of teacher resources," which is outlined in the sub-focus as follows:

1.   The school principal directs the teacher to understand the vision and mission of the school in

developing the quality of teacher resources at Ar Raihan Middle School and Darul Fattah Middle School in Bandar Lampung.

2.   The principal's development of the teacher's personality in developing the quality of teacher resources in Ar Raihan Middle School and Darul Fattah Middle School in Bandar Lampung.

3.   The school principal motivates teachers to improve their knowledge in developing the quality of teacher resources at Ar Raihan Middle School and Darul Fattah Middle School in Bandar Lampung.

4.   Fostering the ability of teachers to make decisions by the school principal in developing the quality of teacher resources at Ar Raihan Middle School and Darul Fattah Middle School in Bandar Lampung.

The headmaster guides the teacher to communicate in developing the quality of teacher resources at Ar Raihan Middle School and Darul Fattah Middle School in Bandar Lampung City.

II.   METHODS

The design in this study is field research using a qualitative approach (qualitative research) on principals' leadership behavior in developing the quality of teacher resources. The data in the form of written or oral words or behavior that can be observed through interviews, observations, and documentation, the researchers analyzed them utilizing qualitative methods.The objectives of this study are behaviors or actions, policies used by principals in developing the quality of teacher resources. In this regard, the qualitative research approach which is suitable for this study is phenomenologic. Phenomenology research, according to Moleong, means understanding events concerning people in certain situations.

Researcher Attendance

In this study, researchers themselves are the primary data collection instrument. This was done using non-human tools and preparing themselves in advance, as is commonly used in classical research. It is implausible to make adjustments to the realities in the field. Apart from that, only humans as tools can relate to respondents or other objects. Only humans can understand the relationship between the facts in the field; researchers participate in research sites and actively participate in activities.

Data Collecting Method

1.   Observasi

The observation was conducted as a preliminary attempt by researchers to approach objects expected later to reveal detailed and valid data.Observation or observation is a method of collecting data by observing the ongoing activities. The activity can be related to how a school principal provides motivation and support to teachers in all three schools. Observations to be carried out by researchers are non-participatory (non-participatory observation). The observer does not participate in the activity, only has the role of observing the ongoing activities and taking data needed for the complete data.In this study, researchers conducted non-participant observation, namely indirect observation, where the researcher did not jump directly in some of the events or activities observed but instead made observations based on the results of an activity that had been going on. The complete observation guide is attached.

2.   Interview

Someone uses the interview method to obtain information verbally and directly face to face with informants; this is done so that researchers can obtain transparent and accountable data.Researchers interviewed informants consisting of principals and teachers at the two schools. The interview aims to explore the leadership efforts of principals in two different junior high school institutions as much as possible. The complete interview guidelines are attached.

3.   Documentation

Documentation is a data collection technique by collecting and analyzing related documents, both written documents, drawings, and electronics, in all three schools by sorting out the data following their research. Documentation aims to find data about things or variables in the form of book records, newspapers, magazines, inscriptions, meeting notes, leggers, agendas, and so forth.

Research Setting

This research was conducted in two locations. First at Ar Raihan Bandar Lampung Middle School, second at Darul Fattah Bandar Lampung Middle School. The two schools are Islamic private schools in the city of Bandar Lampung. Ar Raihan Middle School is located at Jl. Purnawirawan No. 114 Gunung Terang Langkapura Bandar Lampung. Whereas Darul Fattah's Middle School is located at Jalan Kopi No. 23A Gedung Meneng Rajabasa Bandar Lampung. Ar Raihan Bandar Lampung Middle School has 39 teachers and Darul Fattah Bandar Lampung Middle School has 31 teachers.

Data Analysis Technique

Data analysis in qualitative research was carried out before entering the field, while in the field, and after completion. In this case stated that the analysis had begun since formulating and explaining the problem before plunging into the field and continuing until writing the research results. Data analysis will be a guide for further research (Sugiyono, 2016).After the data is collected correctly, it is edited and sorted. The required data is categorized into several covers to answer the research questions. After all the analysis is done descriptively, data that are less relevant to the research questions are stored.

III.   RESULTS AND DISCUSSION

Research Objects Overview

1. Brief History of Junior High School of IT Ar Raihan Bandar Lampung

In the beginning, Ar Raihan Middle School Bandar Lampung was initiated by the chairperson of the Dian Cipta Cendikia Foundation, who was still in charge of the Foreign Language Academic or known as the DCC ABA Bandar Lampung. At that time, some Lampung education leaders proposed the establishment of a school based on information technology. November 6, 2007, became the first step of a noble idea to improve education by establishing Ar Raihan Middle School. This idea was formed through a discussion forum between several related educational figures, especially those within the auspices of the Dian Cipta Cendikia Bandar Lampung Foundation, which was Drs. Gunadi Rusydi, M. Kom, and Mariani Fourina, S.E. as the owner of the foundation.

2. Brief History of Junior High School of Qur'an Darul Fattah Bandar Lampung

Junior High School of Darul Fattah Qur'an (SMPQ-DF) was born on the initiative of the Darul Fattah Foundation organizers for the period 2012 - 2018 initiated by Dr. Warsito, DEA as chairman of the foundation. Hafi Suyanto, Lc. and Aryasin, S.Pd.I. as secretary and treasurer of the foundation who subsequently appointed Ahmad Hadi Setiawan, S.Pd.I. as the school principal and chief executive of the formation of the Qur'an Middle School Darul Fattah (SMPQ-DF), which carries the tagline "Berakhlak Mulia, Hafizh, and Pintar."

Question 1: How does the principal empathize with the school community?

Question 2: How is the principal of the school giving sanctions to undisciplined school members?

Question 3: How does the principal give good examples in school?

Question 4: How do you show your sense of responsibility to the school community?

Question 5: How do you apply an honest and courageous attitude to the school community?

Research Finding Data Analysis

Table 1. Matrix of Research Finding Data Description in Junior High School of IT Ar Raihan and Junior High School of Darul Fattah Bandar Lampung

No	Methods	Focus	Sub-Focus	Results	
				IT Ar Raihan Middle School	Qur'an Darul Fattah Middle School
1.	Interview (Informant: Principal, vice-principal of curriculum, teacher).	Principal Leadership	a. Understanding the vision and mission of the school	To increase teachers' knowledge and understanding of the vision and mission of the school, the principal applies a policy of involving teachers in designing School Work Plans that contain short-term (1 year), medium (2 years), and long-term (long) (	To increase teachers' knowledge and understanding of the vision and mission of the school, the principal implements a policy of involving teachers in designing School Work Plans

No	Methods	Focus	Sub-Focus	Results	
				IT Ar Raihan Middle School	Qur'an Darul Fattah Middle School
			b. Build a strong personality	5 years).

The development of Ar Raihan Middle School teacher personality is focused on five aspects, namely:
Foster empathy through personal and collective approaches such as shaking hands in the morning and entering the school grounds. Eating together is carried out at a place (restaurant), where residents blend in with norms and ethics. That aim to avoid communication gaps and emotional connections between school residents to discuss any issues, especially those related to teaching and learning activities build communication: direction (two-way communication) and silaturrahmi. Principals are given the freedom to use funds in an honest, transparent, and accountable way. | (RKS) that contain short-term (1 year), medium (2-year), and long-term school work programs (5 years).
The development of the personality of the Darul Fattah Middle School teacher focused on five aspects, namely:
Foster empathy through personal and collective approaches such as shaking hands, eating together, and being friendly.
The principal is a leader, teacher, and spiritual role model, the father of a prominent family leader who has responsibility for their lives. For example, teachers who will get married become the responsibility of the school principal as a glue of mutual understanding, mutual need between leaders and educators in the formal school environment and outside the school environment. |
| | | | c. Possessing Knowledge | To increase teacher knowledge of both colleagues and the school environment as a whole, three activities were carried out:
1) Educational Silaturrahmi aimed to increase knowledge, understanding, togetherness, and unity among teachers and the school environment.
The aim is to get input and problems in the school and find solutions.
2) Religious activities in the mosque aim to enable teachers to understand each other
3) MGMP to improve professional technical competence.

The principal's effort in | To increase teacher knowledge of both colleagues and the school environment as a whole, three stages of activity are carried out:
1) Taaruf (introduction)
2) The stage of contemplation
3) Tasmud stage

The principal's effort in fostering teachers' ability in making decisions is made by familiarizing the deliberations in deciding and finding solutions to each problem encountered. For institutional (school) issues, |
| | | | d. The ability to make decisions | | |

No	Methods	Focus	Sub-Focus	Results	
				IT Ar Raihan Middle School	Qur'an Darul Fattah Middle School
			e.Communication skills	fostering teachers' ability in making decisions is made by familiarizing the deliberations in deciding and finding solutions to each problem encountered. For institutional (school) issues, decisions are taken collectively, among others, by a school management team consisting of 8 people who uphold the principles of deliberation, transparency, objectivity, procedural by establishing democratic processes.	collegial decisions have been taken collectively, including by the school management team. The principal does not directly take the decision-making process, but through stages: 1. Through team 4 (ring 1), the initial founders of the school. 2. Through team 11 (ring 2), the school quality assurance team After going through the two stages, it is then discussed with the teacher's board to be determined as a decision. For internal purposes, the principal has absolute autonomy even though the process is through discussions with the teacher council and is known by the foundation.
2.	Observation	Principal leadership	a. Understanding school vision and mission b. Building a strong personality	To improve the ability of teachers to communicate effectively in the school environment, the principal conducts morning meeting activities every Sunday morning, intending to connect hearts, connect minds, connecting knowledge, and connecting insights. In this case, the school principal conveys the findings, in one week, by presenting alternative concepts to be discussed with the teachers and the school management team. External communication is carried out by the school principal involving the surrounding community, including routine recitation, distribution of groceries on Ar	The principal's effort in fostering teachers' ability in making decisions is made by familiarizing the deliberations in deciding and finding solutions to each problem encountered. The principal does not directly take the decision-making process, but through stages: 1. Through team 4 (ring 1), the initial founders of the school. 2. Through team 11 (ring 2), the school quality assurance team To improve the ability of teachers to communicate

No	Methods	Focus	Sub-Focus	Results	
				IT Ar Raihan Middle School	Qur'an Darul Fattah Middle School
			c. Possessing knowledge	Raihan Middle School's birthday, distribution of zakat fitrah and zakat mal during Eid al-Fitr. The principal's efforts to improve teachers' understanding of the vision and mission of the school were conveyed at various meetings, including at regular school meetings and on the vision and mission board. (Photo of attached activity). The observations show that teachers, in general, are very disciplined in carrying out teaching assignments. This can be observed based on the level of attendance in the teacher's attendance list. They also dress neatly according to school rules and regulations, communicate in a friendly and polite manner.	effectively in the school environment, the principal conducts morning meeting activities every Sunday morning, intending to connect hearts, connect minds, connecting knowledge, and connecting insights. Social communication efforts are built by involving parents and social communication, community, prioritizing the improvement of qualified educators, staff security from the nearest environment. The principal's efforts to improve teachers' understanding of the vision and mission of the school were conveyed at various interagency meetings in routine school meetings. (Photo of attached activity).
			d. Ability to make decisions		
			e. Communication skills		
3.	Documentation	Principal leadership		Documents collected are school profiles, present lists of various types of activities, and other documents related to the evidence of the principal's leadership in developing the quality of teacher resources. Physical evidence is attached.	The documents collected are school profiles, current lists of various activities, and other documents related to the evidence of the principal's leadership in developing the quality of teacher resources. The complete document is attached.

IV.   CONCLUSION/RECOMMENDATION

Based on the whole series of studies, the following conclusions can be drawn: Principal's leadership in developing teacher quality is implemented through the following leadership steps:

1.   The teacher's direction in the effort to understand and implement the vision and mission of the school is done through the socialization of the School Work Plan / School Budget Work Plan, which is focused on efforts to know, understand and prepare technical efforts in implementing the school programs.

2.   The development of the teacher's personality is done by empathizing with the conditions faced by the teacher.

3.   Motivating in increasing teacher knowledge both on various aspects and elements in the school and on scientific substance is carried out through several activities such as religious activities in school mosques.

4.   Fostering the ability of teachers to make decisions is done by empowering the working mechanism through the School Management Team.

5.   The headmaster guides the teacher in communicating both verbally and in writing within the school environment through several activities such as morning meetings, present early, and print media such as information boards and banners.

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