

School Principal Management In Improving Teacher Competency Vocational School In Jambi Province

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Abstract. *This research aims to look at the phenomenon of school principal management in improving teachers' pedagogical and professional competence. Principal management includes planning, implementation, supporting and inhibiting factors and evaluation carried out by the principal. This research uses a qualitative phenomenology approach which was carried out at State Vocational High Schools in Jambi Province. Data collection techniques include interviews, observation and documentation. The research was carried out at SMK Negeri 4 Sarolangun, SMK Negeri 4 Jambi City and SMK Negeri 4 Tanjung Jabung Timur. Research subjects included school principals, deputy principals, heads of skills programs, teachers and school staff. Research results: (1) principal planning in the form of teacher needs analysis, in house training, teacher internship program, bringing in guest teachers, upskilling and reskilling programs, (2) implementation includes: learning planning, application of learning methods, classroom management, professional development, collaboration with colleagues, curriculum understanding, use of educational technology, teacher skills development, educational research and measurement and evaluation. (3) The supporting factors are: leadership commitment, teacher empowerment, providing space for teachers to develop initiatives. Meanwhile, the inhibiting factors are budget limitations, resistance to change, unavailability of human resources, teachers' insufficient ICT capabilities and lack of support from related parties. (4) Evaluations carried out by school principals include teacher performance assessments, evaluation discussions with teachers, training and professional development. Based on the research findings, it was concluded that management was carried out directly by the school principal in improving the competency of State Vocational School teachers in Jambi Province. Recommendations were submitted to the Indonesian Ministry of Education and Culture, the Jambi Provincial Education Office and the Industrial and Business World to develop teacher competencies in accordance with industry needs.*

Keywords: *school principal management, vocational education, teacher competency and the industrial world*

INTRODUCTION

The management of school principals in the current era is closely related to the main tasks and functions, and is very much required to create productive, effective, accountable and independent schools. The main need that must be met by the school principal as a learning leader is to provide educational services for students as learners. Through an optimal learning process, students can be provided with excellent service. Weak school principal management will cause phenomena and problems where teaching staff are not optimal in planning and implementing learning. Weak leadership management will also have an impact on the principal's managerial function not being implemented to ensure increased teacher competency.

School principals have an important role in improving teacher competency. Djam'an Satori details teacher competency standards when looking at the basis for obtaining certification which can be translated into five main propositions, namely: teachers are committed to students and their learning which includes: teacher respect for students' individual

differences, teacher understanding of student learning development, teacher treatment towards all students fairly, and the teacher's mission in expanding students' thinking horizons (Djama'an Satori, 2016)

The existence of Vocational High Schools (SMK) in Indonesia has received quite serious attention by the government which immediately issued a Presidential Regulation, namely the revitalization of SMKs in improving the quality of their competitiveness and being able to link and match with the Business World of Industry (DUDI). Vocational school graduates must be able to compete with DUDI, have skill competencies marked by the Skills Competency Test (UKK) or through the Professional Certification Institute (LSP) test. However, to do this, teacher competency is needed to be able to graduate this generation, namely teachers with expertise in their field are needed. Teacher Competency Skills are the key to the success of students who are reliable, able to innovate and be creative and have qualified skills.

Based on the grand tour conducted by researchers at three schools in Jambi province, namely Sarolangun State Vocational High School 4, Jambi City 4 State Vocational High School and East Tanjung Jabung State Vocational High School 4, the school principals have made efforts to improve teacher performance. The way to do this is by motivating teachers to always try to improve their performance in learning, one example of which is taking part in training, one of which is taking part in MGMP (Subject Teachers' Conference) and workshops, for example, to improve competitive teachers carried out by the government or education services in both districts/cities and provinces. Then the school principal also gave appreciation to teachers who were outstanding and dedicated, based on observations and interviews conducted by researchers as follows:

First, State Vocational School 4 Sarolangun, from the results of the researcher's initial observations in the field, that the principal provides recognition or awards, for example teachers are assisted in the promotion process, as well as being given allowances for teacher achievement, encouraging teachers to solve learning problems and seeing the results of their work and helping understand by conducting teacher deliberations, selecting and formulating educational goals to be achieved. Create a school policy in dividing teacher duties by providing lesson hours according to assignments and length of teaching, both teaching workload, namely giving more hours for certified teachers, teacher administration loads and teacher workload and other assignments must be adjusted to the teacher's own abilities, the number of teachers is not balanced with the ratio of the number of students, teachers have not optimally designed learning (Learning Implementation Plans) that suit the needs of students, because teachers are still

teaching by watching, teachers only take part in continuous professional development because they want to increase their career path, namely promotion, teachers are still Many people do not use ICT optimally as a learning medium.

SecondBased on the results of the researcher's grand tour at SMK Negeri 4 Jambi City, the principal assisted teachers in the career development process according to applicable regulations, carried out supervision using appropriate techniques and according to the principal's abilities and the wishes of educators. The head's continuous efforts to improve the ability of educators in learning. The principal creates healthy school conditions and climate. State Vocational School 4 Jambi City has excellence at the National level, namely 2nd Place in the 2022 National LKS and various other achievements, in making Learning Implementation Plans, teachers still copy paste from colleagues who teach the same subject, this means that teachers have not optimally designed learning according to needs, teachers have not fully planned learning activities that are interrelated with each other by taking into account learning objectives and students' learning processes, teachers have not optimally prepared material, planned and implemented learning that contains accurate, up-to-date information, and which helps students to understand the concept of the material learning and teachers are also not optimal in utilizing information technology

Third,The principal of SMK Negeri 4 Tanjung Jabung Timur, the principal said that supporting and developing the talents of his students, the school carries out routine extracurricular activities such as talent development activities according to their competency, namely Visual Communication Design (DKV), with the aim of further honing students' talents and looking for new talents. . The school always provides motivation and facilitates students to be creative. Teachers have not fully managed the class effectively, students are still busy with their own activities, teachers have not optimally used teaching aids such as media/tools including information technology, teachers have not fully designed and implemented activities. learning that can bring out creativity and critical thinking abilities. On the other hand, school has gone home before time and there are still classes that rarely study.

Therefore, the management of school principals must be changed in a way that makes it possible to develop competencies, so that the competencies they have can have an impact on student learning outcomes, so that the competencies possessed by teachers are balanced with the results obtained by students.

METHOD

This research method is qualitative, namely a research method based on the philosophy of postpositivism, used to research the natural conditions of objects, (as opposed to experiments). The qualitative research method used in this research uses a phenomenological approach. Phenomenological research is a research design originating from philosophy and psychology where the researcher describes the human life experience of a particular phenomenon as explained by the participants (John W Creswell, 2016: 218). Phenomenology concentrates on personal experience, including the part of individuals who share their experiences with each other. Where the researcher is the key instrument, data source sampling is carried out purposively and snowballing, the collection technique is triangulation (combination), data analysis is inductive/qualitative, and qualitative research results emphasize meaning rather than generalization. Data collection uses observation, documentation, interviews and triangulation or a mixture. Meanwhile, the data analysis technique is as shown in the image below:

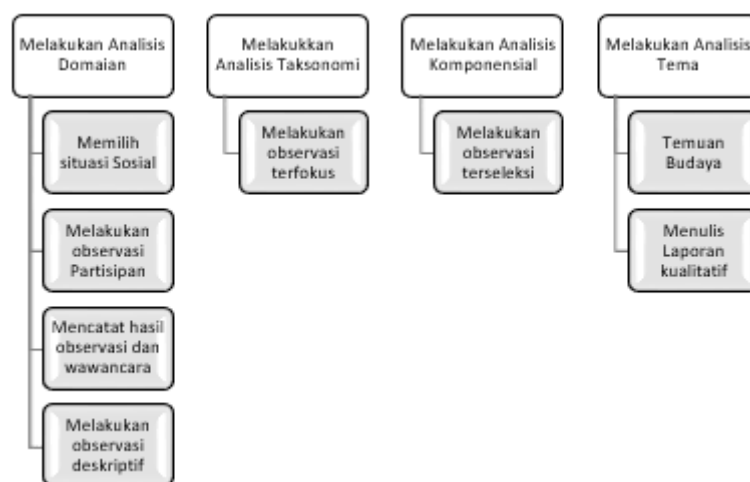


Image: Data analysis techniques

RESULTS

Implementation carried out by the Principal in improving the competency of Vocational High School (SMK) Teachers in Jambi Province. Implementing teacher pedagogical competence in Vocational High Schools (SMK) involves various aspects that must be managed by the Principal. Pedagogical competence includes the teacher's ability to plan, implement and evaluate learning so that it can have a positive impact on students. The following are several steps that can be taken by school principals to ensure the implementation of teachers' pedagogical competencies in vocational schools: Preparation of teacher professional development programs: school principals can work together with the curriculum development

team and education staff to design professional development programs for teachers and this program can include training , workshops, seminars, or collaborative activities between teachers to improve pedagogical competence. Supervision and Guidance: monitoring the implementation of the Learning Plan: Ensuring that the teacher plans learning well and in accordance with the needs of students and assessing the use of learning methods, media and learning resources used by the teacher. Mentoring and Collaboration: providing support and guidance to teachers who need improvement in pedagogical aspects and encouraging collaboration between teachers to exchange experiences and ideas in developing effective learning methods. Teacher Performance Evaluation: Develop a teacher performance evaluation system that includes aspects of pedagogical competence and uses the evaluation results as a basis for providing appreciation or development recommendations to teachers. Empowering the School Committee: Involving the School Committee in supervising and providing input regarding the implementation of teacher pedagogical competence and encouraging the participation of parents and the community in providing input on the learning process.

At the beginning of the school year, school principals usually ask teachers to prepare and collect learning tools such as Learning Implementation Plans (RPP), Teaching Modules (as the independent curriculum is called), or also use assessment tools. That is why it is important for teachers to be ready with all the learning equipment before entering the new school year.

Meanwhile, implementing teacher professional competence in Vocational High Schools (SMK) is also the main responsibility of the School Principal. Professional competency includes a deep understanding of the area of expertise being taught, technical skills, and the ability to stay abreast of current developments.

Hold industrial visits, teacher internships in industry, or other activities that strengthen connections between the world of education and industry. Facilitation of Research and Innovation Activities: Encourage teachers to undertake research or innovation projects in their areas of expertise. Provide support and resources to carry out research or innovation projects that can improve the quality of learning.

Use of educational technology: able to integrate technology in learning to increase the effectiveness and attractiveness of learning. Learning evaluation, able to carry out formative and summative learning evaluations. Using various evaluation methods in accordance with learning objectives. Adaptability and Innovation, willing to adapt to developments in education and technology. Able to create innovations in learning methods.

Effective communication, able to communicate well with students, parents and colleagues. Establish positive relationships with all parties related to the learning process. Understanding Student Diversity: Understanding individual differences in students and designing inclusive learning. Able to overcome learning challenges that may arise due to the diversity of students. Professional Development, continue to develop yourself through training and further education. Active in professional activities and learning communities.

MGMP is a discussion forum that is usually held at the school, district/city, or provincial level, depending on local policies. The main goal of MGMP is to increase teacher professionalism, increase understanding of the curriculum and subject matter, and share experiences and resources between teachers of the same subject.

Skills in using Information and Communication Technology (ICT) are increasingly important skills for teachers in today's digital era. The following are several reasons why teachers must be skilled in using ICT. Enriching the learning process, ICT can be used to present learning material in a more interesting and interactive way, including the use of multimedia, video and creative learning software.

Facilitate collaboration, ICT tools, such as online learning platforms and document sharing applications, facilitate collaboration between teachers and students, as well as between students and each other, to learn together and share ideas. Increase teaching efficiency: the use of ICT can help teachers manage classroom administration, assessment, and reporting, thereby increasing time and resource efficiency.

Provide independent learning opportunities With ICT resources, students can gain access to learning materials and practice independently outside the classroom, allowing them to learn flexibly according to their individual pace and learning style. Preparation for the digital world of work. By mastering ICT, teachers help students to develop relevant skills for success in a world of work that is increasingly dominated by technology. Therefore, teachers who are skilled in using ICT have the potential to increase the effectiveness of their learning and provide more meaningful learning experiences for students.

The Head of SMK Negeri 4 Jambi City explained that the implementation of teacher pedagogical competency that had been carried out included several stages as follows: Pedagogical Competency Learning: Teachers carry out pedagogical competency learning independently or simultaneously with mentors. This learning uses a method consisting of theory and practice. Lesson Plan Development (RPP): Teachers develop lesson plans in accordance with the terms and conditions set by the Ministry of National Education (Kemendiknas). This lesson plan becomes a reference in teaching the material and produces

good learning results. Assessment: Teachers carry out quantitative and qualitative assessments of student performance. This assessment aims to determine student performance and determine further learning needs. Character Development: Teachers carry out student character development systematically and integrated with academic learning. This character development aims to produce students who have positive morals and good character. Development of Special Competencies: Teachers develop special competencies in accordance with student needs and the terms and conditions set by the Ministry of National Education Training Organisation: Teachers carry out training regularly and integrated with academic learning. This training aims to improve teacher performance in receiving training and understanding new concepts. Application of Technology: Teachers implement technology in learning in an integrated manner with academic learning. The application of this technology aims to increase the effectiveness of learning and speed up the student learning process. Evaluation: Teachers carry out periodic evaluations and are integrated with academic learning. This evaluation aims to determine further learning needs and improve the learning program according to student needs.

Upskilling and reskilling programs are education and training initiatives designed to improve or develop employee skills to remain relevant in the ever-changing world of work. Upskilling refers to the process of developing new skills or improving the skills someone already has. Goal: Provide individuals with new abilities or update existing skills to suit the needs and demands of future jobs. Examples: New technical training for a software developer to understand the latest technology or a leadership development course for a manager.

The principal of Jambi City State Vocational School 4 explained that in order to prepare complete learning equipment materials, this had been carried out in accordance with the principal's instructions, meaning that most teachers were ready to implement the upcoming new school year. For the second time, we also brought in resource persons from outside so that teachers can take part in training in using learning media. Teachers who usually only watch when teaching are now equipped with the ability to use several tools in managing learning. Of course this is also useful, training teachers in skills in using ICT in learning.

Competency-based progression, design the curriculum taking into account clear competency-based progression, listing the skills and knowledge desired by industry. Technology and educational tools, take advantage of modern technology and educational tools to improve the learning process, such as virtual simulations, industrial software and the latest equipment. Differentiate learning, design teaching tools taking into account different learning styles, allowing students to learn according to their own needs and preferences.

Collaborate with industry, collaborate with companies and industry practitioners to gain direct insight into the latest needs and developments as well as industry visits, internships or joint projects to enhance the student experience. Continuous updates, continue to monitor industry developments and update learning materials regularly to maintain connection and relevance to the world of work. Developing soft skills and learning soft skills, such as communication skills, teamwork and leadership, which are important in the world of work. Use of media and visualization, utilize media, graphics and visualization to facilitate students' understanding of the concepts being taught. By paying attention to these principles, teaching tools can be designed to provide an education that prepares students for success in the world of work.

However, the teacher competency model that applies at SMK Negeri 4 Jambi City, as explained by the principal, uses teacher competency levels. The pedagogical competency levels consist of levels 1 to level 5. Personal competencies consist of Levels 1 to 5, Social Competencies consist of levels 1 to 5, and professional competencies consist of Levels 1 to 5.

The Principal emphasized again that the aim of implementing this competency model was actually to answer the challenges of the independent curriculum, so that teachers could understand the problem in more detail. Where teacher competency deficiencies lie, they can realize and correct these deficiencies. For example, a teacher is at level 1 (Understand, understand), level 2 (Basic, apply), level 3 (Intermediate, evaluate and design), level 4 (Competent, collaborate and share good practices), and level 5 (Expert, guide teachers other)

Implementing teacher pedagogical competence involves a series of skills and knowledge related to the learning and teaching process. As explained by the Head of East Tanjung Jabung State Vocational School 4, namely Learning Planning, teachers need to be able to plan learning in accordance with learning objectives and student needs and design learning plans that are interesting and relevant to the applicable curriculum. Application of classroom management, understanding and applying the principles of effective classroom management and creating a conducive and supportive learning environment. Student mentoring, providing guidance and support to students in overcoming learning difficulties and involving themselves in mentoring activities to help students develop holistically. Learning adaptation, being able to adjust learning methods according to student learning styles and identifying special student needs and providing additional support if necessary. Professional development, continually developing oneself through training, courses and the latest educational literature and being willing to receive feedback and reflect on teaching practice.

The Head of the Visual Communication Design Skills Program (DKV) goes into more detail about the efforts carried out by the Head of East Tanjung Jabung State Vocational School 4, namely the implementation of teacher professional competence covering various aspects involving the knowledge, skills and attitudes needed to become an effective educational professional. The following are several things related to the implementation of teacher professional competence: Understanding the Curriculum Understanding in depth the applicable curriculum and being able to integrate these concepts into daily learning. Development of Teaching Materials, Able to design teaching materials that are relevant, interesting, and in accordance with the latest developments in science and technology. Use of Educational Technology, Able to integrate technology in the learning process to increase student engagement and learning effectiveness. Developing teacher skills, involving oneself in self-development activities to improve teaching skills and understanding of education.

Educational Research, able to conduct educational research or follow the latest findings and trends in the field of education. Measurement and Evaluation, able to use various evaluation tools and measurement techniques to measure student progress and assess learning effectiveness. Professional Collaboration, engaging in collaboration with fellow teachers, education specialists, and other related parties to improve the quality of learning.

In the professional field, East Tanjung Jabung State Vocational School 4, as stated by the school principal, curriculum training before the start of the year has been implemented and has even become a routine school agenda which has been included in the school budget which comes from School Operational Assistance (BOS). Since the independence curriculum came into effect in 2021, the New Paradigm Curriculum (KPG) has been routinely carried out together with the Implementing Vocational Schools.

Leadership Development, developing leadership abilities in the context of schools and educational communities. Parental Involvement, communicating effectively with students' parents, involving them in their children's learning, and providing constructive feedback. Professional Ethics, upholding professional ethical standards, including integrity, responsibility and respect for students and colleagues. School Culture Development, contributing to creating a positive and inclusive school culture.

Implementing teacher professional competence is a continuous effort to improve the quality of education and ensure that teachers remain relevant in the face of changing times. Continuous improvement in these competencies can have a positive impact on student development and overall school progress.

Emphasis needs to be placed on ensuring that teachers can meet the demands of the specific educational environment in vocational schools. The following are several things that need to be emphasized in implementing teacher competency in vocational schools. Practical Skills and Field Work, Teachers at Vocational Schools need to have understanding and skills in guiding students to develop practical skills appropriate to their respective vocational fields.

Problem-Based Learning, applies a problem-based learning approach that allows students to face and solve problems that are appropriate to their vocational context. Career Guidance, providing career guidance to students to help them plan and understand career opportunities in their chosen vocational field. Entrepreneurial Skills Development, encouraging the development of entrepreneurial skills among students, including an understanding of business management and innovation in their vocational fields.

Vocational school teachers have an important role in preparing students to enter the industrial world. To be able to provide maximum contribution to industry, vocational school teachers should have various competencies such as mastery of material and technical skills, understand in depth the material being taught and be able to teach it clearly to students and have technical skills that are relevant to the field of expertise taught in vocational school. Understanding of industry needs, understanding the latest developments in related industries and being able to link the curriculum to the needs of the world of work and being able to prepare and present a curriculum that is relevant to industry needs.

Collaborative learning ability, willing to continue learning and collaborating with industry, either through additional training, industry visits, or collaboration with companies. Use of educational technology, proficient in using the latest educational technology and software to improve the quality of teaching and learning. Ability to develop soft skills, focuses on developing students' soft skills, such as communication skills, working in teams and leadership. Career orientation, providing effective career guidance to students to help them understand industry opportunities and demands and holding activities that can increase students' understanding of the world of work. Evaluation and monitoring capabilities, able to evaluate student progress and provide constructive feedback to help them develop and monitor graduates and obtain feedback from industry to improve curriculum and teaching.

Adaptability, willing and able to adapt to changes in the industrial world, including technological developments, market demands and policy changes. Class management skills and student motivation, able to create a positive learning environment, motivate students, and manage the class effectively. By combining these various competencies, vocational teachers can play an active role in preparing students for success in the industrial world, creating

graduates who are ready to work and contribute positively to the development of the industrial sector.

Developing teacher professional competence is a continuous process that aims to improve teachers' abilities, knowledge and skills in carrying out their duties. The following are several strategies and aspects that can be used to develop teacher professional competence: participation in training and workshops. Teachers can take part in various training and workshops organized by educational institutions, governments, or related organizations and focus on topics such as the latest teaching methods, integration of technology in learning, classroom management, and assessment.

Continuing education and certification, continuing education by taking a bachelor's, master's or additional certification program in a specialized field. These programs can help teachers deepen their understanding in certain subjects or gain additional skills. Mentoring and collaboration, building mentoring programs between more experienced teachers and those new to the profession, encouraging collaboration between teachers to share experiences, ideas and best practices. Developing technology skills, learning and attending training in the use of educational technology and using applications, software and online tools to increase the effectiveness of teaching and interaction with students.

Observation and feedback, involving yourself in the observation process by fellow teachers or school supervisors. Receive constructive feedback to continuously improve the quality of teaching. Soft skills development, focuses on developing interpersonal skills such as communication, leadership and collaboration. Improve conflict management skills and emotional skills. Participation in professional communities, join teacher communities, both local and online, to share experiences and information and become members of relevant professional organizations to gain access to resources and professional networks.

CONCLUSION

Implementations carried out by school principals in improving the competency of State Vocational High School (SMK) teachers in Jambi Province include preparing professional teacher development programs, supervision and coaching, mentoring and collaboration, developing relevant curricula, assessing teacher performance, empowering school committees, learning pedagogical competencies, character development, development of special competencies, use of educational technology, learning planning (RPP): application of learning methods, learning evaluation, class management, student guidance, learning adaptation, collaboration with colleagues, effective communication, professional ethics, development of

teaching materials, research education, measurement and evaluation, professional collaboration, classroom management, student empowerment, parent involvement and school culture development

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