



School Principals' Strategies for Improving the Professional Competence of Teachers

Adrianus Danang Setiawan^{1*}; Tri Widayatsih²; Pahlawan³

¹Educational Management, Bethesda Elementary School Palembang, Indonesia

^{2,3}Educational Management, PGRI University Palembang, Indonesia

^{1*}Corresponding Email: adrianusdanangsetiawan@gmail.com, Phone Number: 0813 xxxx xxxx

Article History:

Received: Jun 24, 2024

Revised: Jul 15, 2024

Accepted: Aug 04, 2024

Online First: Aug 24, 2024

Keywords:

Principal Strategy,
Professional Competence,
School Management.

Kata Kunci:

Kompetensi Profesional,
Manajemen Sekolah,
Strategi Kepala Sekolah.

How to cite:

Setiawan, A. D., Widayatsih, T., & Pahlawan, P. (2024). School Principals' Strategies for Improving the Professional Competence of Teachers. *Edunesia : Jurnal Ilmiah Pendidikan*, 5(3), 1295-1313.

This is an open-access article under the CC-BY-NC-ND license



Abstract: This research aims to determine the strategies, obstacles, and solutions carried out by the Principal of SD Negeri 07 Sembawa to improve teachers' professional competence. This research is fundamental because, based on the initial observations, two main problems were found: the quality of learning and the need for more technology and communication in learning activities. This research uses descriptive qualitative research methods, with five sources: the school principal, three teachers, and one student. Based on data obtained in the field from observation, interviews, and documentation, the research results show that the strategy implemented by the Principal of SD Negeri 07 Sembawa to increase teacher competency, namely by carrying out routine supervision once a semester, including and involving teachers to be active in seminars and training activities to improve the quality of learning and use of ICT. The obstacles faced by the Principal of SD Negeri 07 Sembawa are insufficient adequate facilities and infrastructure, lack of teacher motivation, and the majority of teachers entering retirement. The solution taken by the Principal of SD Negeri 07 to overcome these obstacles is by taking an individual approach, facilitating teachers to be active in self-development activities, and evaluating teacher performance with supervision activities.

Abstrak: Penelitian ini bertujuan untuk mengetahui strategi, kendala, dan solusi yang dilakukan oleh kepala SD Negeri 07 Sembawa untuk meningkatkan kompetensi profesional guru. Penelitian ini sangat penting untuk diteliti karena berdasarkan observasi awal yang dilakukan ditemukan 2 permasalahan utama yaitu berkaitan dengan kualitas pembelajaran dan kurangnya pemanfaatan teknologi dan komunikasi dalam kegiatan pembelajaran. Penelitian ini menggunakan metode penelitian kualitatif deskriptif, dengan 5 narasumber yaitu kepala sekolah, 3 guru, dan 1 siswa. Berdasarkan data yang diperoleh dilapangan dari observasi, wawancara, dan dokumentasi maka diperoleh hasil penelitian bahwa strategi yang dilakukan Kepala SD Negeri 07 Sembawa untuk meningkatkan kompetensi guru yaitu dengan melaksanakan supervisi secara rutin 1 semester 1 kali, mengikutsertakan dan melibatkan guru untuk aktif dalam kegiatan seminar maupun pelatihan dalam Upaya peningkatan kualitas pembelajaran dan pemanfaatan ICT. Kendala yang dihadapi oleh kepala SD Negeri 07 Sembawa yaitu kurang memadai sarana dan prasarana, kurangnya motivasi guru dan sebagian besar guru memasuki masa purna bakti. Solusi yang dilakukan oleh kepala SD Negeri 07 untuk mengatasi kendala tersebut yaitu dengan melakukan pendekatan perseorangan, memfasilitasi guru untuk aktif dalam kegiatan pengembangan diri, dan mengevaluasi kinerja guru dengan kegiatan supervisi.

A. Introduction

Based on the results of the Teacher Competency Test (UKG) in 2015 covering professional and pedagogical competence, it was found that less than 30% of teachers got a minimum score of 80 points. As many as 70% did not meet the criteria and did not pass (Mardhatillah & Surjanti, 2023). The UKG assessment continues, until 2021 the average UKG score in 2021 has not yet reached the average score of 70 points, even as reported by JawaPos (Pradewo, 2021), the Ministry of Education, culture, research, and Technology revealed the average -The average teacher competency only reached 50.64 points.

This problem of low teacher competency will impact the quality of education (Mustowiyah et al., 2018). The causes of low teacher competency are unequal teacher qualifications, low levels of sustainable teacher professional improvement programs, a mismatch between the fields of knowledge taught and the disciplines held, and the teacher recruitment process being carried out is ineffective (Zulkifli, 2020). Hassan expressed another factor that causes low professional competence among teachers: 1) many teachers do not pursue their profession. 2) private universities may produce ready-made graduates without considering the actual situation in the field, and 3) low teacher motivation to improve their quality (Rahimah, 2022). Not only these few things, but some factors cause the low quality of teacher professionalism, namely 1) the overall minimum educational qualification standard of D4/S1 has not been realized according to Minister of National Education Regulation Number 16 of 2007, 2) there are internal and external obstacles in developing teacher competence, 3) ineffective recruitment process, and 4) lack of teacher welfare (Fattah, 2023).

Seeing the low competence of teachers, the Ministry of Education and Culture, Research and Technology issued the Republic of Indonesia Minister of National Education Regulation Number 16 of 2007 relating to academic qualification standards at the Kindergarten, Elementary School, Junior High School, and High School levels. These standards consist of four components: pedagogical, personality, social, and professional (Sugiyarta et al., 2020).

Based on the teacher qualification standards contained in the Regulation of the Minister of National Education of the Republic of Indonesia Number 16 of 2007, we know that there are many things that teachers must develop. Competency development is a targeted indicator; in this case, teachers must continuously improve their competence to carry out their duties as well as possible (Ramadhani et al., 2023).

Increasing teacher competence is inseparable from the school institution's leader, namely the Principal. The school principal plays a vital role in school progress (Waston & Taryanto, 2019). According to PP 28 of 1990 article 12, paragraph 1, the school principal is responsible for all organizing activities. The Principal greatly influences the school (Then et al., 2024).

As the highest leader in an agency, the Principal should be able to carry out strategic management to the maximum extent possible. Strategic management is often understood as

planning for unpredictable and predictable contingencies, and this management is essential in large and small organizations (Arina et al., 2023)

Usman also clearly explains (Yuliana, 2021) the duties of a school principal, namely acting as an educator, leader, policy maker, creator of a working atmosphere (*working climate creator*), and supervisor (*supervisor*). As a leader, the Principal's job is to be at least able to mobilize all the potential of the school, especially teachers and educational staff, to achieve school goals. However, in management, the school principal has a functional role in managing students, curriculum, staff, finances, school administration, facilities, infrastructure, and school relations with the community (Sugiyarta et al., 2020). From this explanation, school principals are fundamental in improving teacher qualifications.

Each school certainly has different strategies to significantly improve teachers' professional competence (Hayudiyani et al., 2020). Firmadani (2022) revealed strategies that can be used to improve teacher competency, namely through assignments and guidance, participation in training and education, course activities, further education, promotions, internships, position rotation, conferences, training, workshops, seminars, and professional development. Teachers through supervision activities.

Improving teacher professionalism will impact improving the quality of education in the school (Hasanah, 2015). With different strategies, each school will only sometimes be successful in implementing or implementing every strategy that has been planned, and the leader, namely the Principal, has a considerable role in advancing the school. When the researcher made observations related to the professional competence of teachers at SD Negeri 07 Sembawa, which was carried out on November 20, 2023, the researcher found several things related to teacher professionalism: 1) Teachers need to be able to develop the material taught well. The teaching method still uses the lecture method, so learning activities still need to be creative and focused on students (*student center*). 2) Teachers have yet to be able to utilize information and communication technology to develop themselves and utilize them in learning activities. Meanwhile, technology is essential to support learning activities (Then et al., 2024).

In this research, the researcher aims to find and describe strategies, obstacles, and solutions in an effort to improve professional competence, which is carried out by the Principal of SD Negeri 07 Sembawa. This research has been researched by several previous researchers such as Anam & Malikkhah (2020) with the research title "School Principal's strategy in improving teacher competence in Madrasah Ibtidaiyah (MI)", Solikhulhadi (2021) with the research title "School Principal's strategy in developing teacher professional competence to improve the quality of education", Saruroh & Saepuddin (2022) with the title "School Principal's strategy in improving teacher competency in Tanjungpinang", Yumnah et al (2023) with the title "school principal strategies in managing teacher resources to improve the quality of education", Zohriah et al (2023) with the title "school principal strategies in developing teacher professional competence (case study at SMP AL Irsyad Waringinkurung and SMPIT Raudhatul Jannah Cilegon)", Kurniasari et al (2023) with the title "school principal's strategy in increasing the professional competence of teachers in

MTSN Tegal City", and Amiruddin et al (2023) with the title "school principal's strategy in increasing professionalism at Ma Al-Islahiyah Binjai." with teacher competence but there are also differences with previous research because this research only focuses on professional competence and is related to the development of learning materials and methods, and the use of ICT in learning.

B. Method

This research uses qualitative research with descriptive methods. In this study, researchers carefully describe the symptoms and conditions that occur in individuals or groups (Bramantyo, 2018). Data collection techniques in this research are observation, interviews, and documentation. The data collected in this research includes interviews, field observation notes, portraits, official documents, and individual documents.

This research was carried out at SD Negeri 07 Sembawa. Researchers interviewed five sources: the Principal of SD Negeri 07 Sembawa, three teachers, and one student. The obtained data was then analyzed using the theoretical data analysis technique of Miles and Huberman (1992). Miles and Huberman (Sugiyarta et al., 2020)) explain three streams of activities in data analysis: data reduction, data presentation, and concluding/verification.

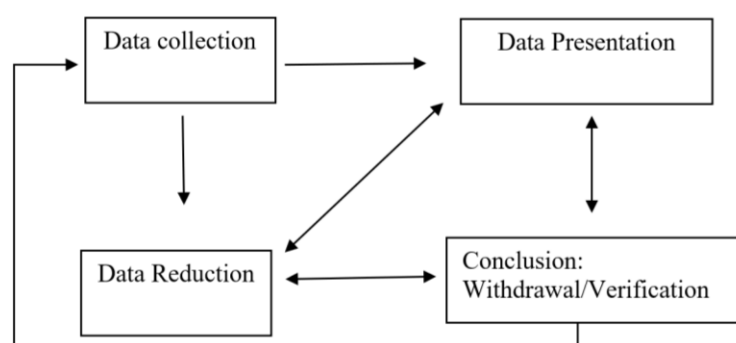


Figure 1. Chart of Data Analysis Components

C. Result and Discussion

Result

The data obtained is reduced for analysis and concluded as a result of the research. Based on the data obtained, the researcher explained the results of findings in the field based on each technique used in the research.

1. Analysis of Observation Data

Based on the data obtained in the field, researchers carried out observation activities related to the physical development of the school in terms of the facilities and infrastructure provided by the school. This activity was carried out to support and confirm interview data and documentation. In this research, documentation data was collected by taking pictures that were appropriate or relevant to the research.

Based on the data obtained regarding school facilities and infrastructure, more is needed to support improving teacher competency and the quality of learning. A projector is not available or installed in the six classrooms. SD Negeri 7 Sembawa does have two projectors, which are placed in the office. The use of projectors to support learning activities is minimal; some teachers need help using these projectors.

This has become a complaint and challenge not only for the Principal of SD Negeri 7 Sembawa but also for the educators at the elementary school. Seeing this, the Principal of SD Negeri 7 Sembawa was not just silent. The Principal of SD Negeri 7 Sembawa always encourages educators to *upgrade* by providing opportunities for teachers to attend seminars, *workshops*, and KKG. Based on information obtained by SD Negeri 7 Sembawa teachers, most are over 50 years old. However, the teachers are enthusiastic about participating in seminar activities, *workshops*, and KKG.

2. Analysis of Interview Data

The process of conducting interviews is carried out with related parties and is, of course, related to the focus of the problem being studied. In this research, interviews were conducted with the Principal of SD Negeri 7 Sembawa, the highest leader at the school who is responsible for the school's development. Three teachers were interviewed as learning organizers, and students acted as learning participants.

Several things need to be clarified regarding the professional competence of teachers at SD Negeri 7 Sembawa, especially the interview conducted with the Principal of SD Negeri 7 Sembawa regarding the strategies carried out to improve teacher professional competence. This information is explored by asking directly with the Head Related schools. The initial question relates to the vision and mission of SD Negeri 7 Sembawa because the school must have a clear goal or direction; a clear vision and mission are also needed. The Principal of SD Negeri 7 Sembawa explained that the vision of SD Negeri 7 Sembawa is "Creating an Educational Institution with National Character." The mission of SD Negeri 7 Sembawa is:

- 1) Creating religious students who have noble character and are helpful to others.
- 2) Developing the potential of students who are intelligent, skilled, initiative, creative, accomplished, and have basic abilities to live independently and pursue higher education.
- 3) Improving the quality and effectiveness of the Teaching and Learning Process through an integrative and scientific thematic approach.
- 4) Creating a conducive, safe, comfortable, and cultural environment for the effectiveness of all educational activities.



Figure 2. Interview with Informant 1

Next, the researcher asked about the steps to achieve the vision and mission. To achieve the vision and mission, the Principal invited the cooperation of all parties, including parents/guardians and school committees, and coordinated with teachers and education staff at SD N 7 Sembawa. Through good coordination with all parties, it will be easier for the school to achieve the vision and mission that the school has set.

Next, the researcher asked about the professional abilities of teachers at SD Negeri 7 Sembawa. The Principal of SD Negeri 7 Sembawa said that the professional skills of teachers at SD Negeri 7 Sembawa were quite good, especially in managing classes, but the use of learning media and operations related to ICT still needed to be improved.

After asking about the professional abilities of teachers at SD Negeri 7 Sembawa, the researcher asked whether the performance implementation carried out at the school had led to professionalism and improved the quality of learners. The Principal of SD Negeri 7 Sembawa explained that the plan and the implementation of school performance have led to increased professional abilities and quality of learning but are often hampered because of inadequate facilities and infrastructure.

The next question related to increasing teachers' professional competence. The researcher asked about supervision related to evaluating activities carried out by the teachers' Principal at SD Negeri 7 Sembawa. Based on the answers expressed by the Principal of SD Negeri 7 Sembawa, it was found that the Principal constantly supervises all teachers at SD Negeri Sembawa by carrying out routine supervision once a semester. The supervision results will be discussed with the relevant teachers to find deficiencies and advantages so that all deficiencies in learning activities can be corrected.

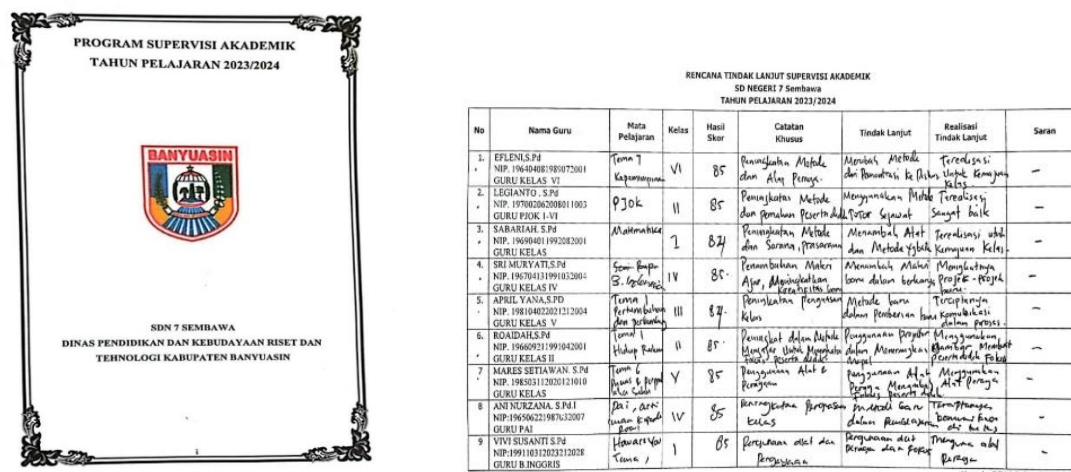


Figure 3. Books and Supervision Results of SD Negeri 7 Sembawa



Figure 4. Implementation of Supervision in the Classroom

Next, the researcher asked questions regarding one form of increasing teacher professional competence: the use of learning media or mastery of ICT. In this interview question, the researcher asked about using ICT-based media in learning activities. Based on the answers obtained by teachers at SD Negeri 7 Sembawa, most of them have yet to utilize ICT-based learning media, and even during this learning year's activities, very few teachers utilized ICT learning media in learning activities.

In the next question, the researcher asked about the program that would be implemented to improve teacher professionalism. The Principal of SD N 7 Sembawa explained that every year for the past two years, I have made programs and targets that teachers at SD Negeri 7 Sembawa must have by carrying out routine supervision and motivating them to take part in seminars and training, but due to several factors, yes, I myself have difficulty implementing and improving teacher professional skills.

In connection with increasing teachers' professional competence, researchers asked directly about the strategies used to increase teachers' professional competence. In this question, the Principal of SD Negeri 7 Sembawa explained that three strategies were being implemented to improve teacher professional competence, namely by: 1) Creating an annual work plan program that will be implemented to achieve the stated vision and mission and carrying out supervision by directly going to the field to observe teachers during the learning process through routine supervision activities. 2) Involving teachers in seminar activities, *workshops*, and teacher working groups (KKG) and 3) Motivate young and retired teachers to be enthusiastic about learning, especially in utilizing developments in science and technology.

In the following question, the researcher explored information related to training, such as seminars, workshops, and other supporting activities that support increasing teacher professional competence. Based on the answer given by the Principal of SD Negeri 7 Sembawa, the school never facilitated these activities to be held at the school. However, the elementary school principal always coordinated with several nearby schools to carry out joint seminar activities and attended several trainings and seminars held in other places.

In implementing this strategy, the Principal experiences various obstacles, so the next question is related to the obstacles faced in increasing the professional competence of teachers at SD Negeri 7 Sembawa. There are three obstacles faced in increasing the professional competence of teachers at SD Negeri 7 Sembawa: inadequate facilities and infrastructure, lack of motivation or enthusiasm for teachers to upgrade themselves, and many teachers have entered retirement.

Finally, the question relates to the methods taken to overcome these obstacles. The Principal of SD Negeri 7 Sembawa explained the five steps to deal with these obstacles: a) Once a week, the Principal and teachers hold a joint meeting to monitor or observe teachers' progress at SD Negeri 7 Sembawa, b) Provide opportunities for all teachers to attend seminars, workshops, and offline and online training, c) Conduct evaluations during meeting activities, and teachers are required to share the results of seminars, workshops, and training that have been attended, d) Take an individual approach, so that it can also be used to find information related to the obstacles teachers face, especially in increasing professional competence, and e) Reward teachers who want to develop themselves to motivate other teachers.

The statement made by the Principal of SD Negeri 7 Sembawa was then confirmed with the teachers to see the Principal's statement regarding the relevance of the teacher's statement. To explore this information, the researcher asked the teachers ten questions. Based on the interview results, it was found that there was a match between the teacher's statement and the statement expressed by the Principal of SD Negeri 7 Sembawa.



Figure 5. Interview with (a) Resource 1, (b) Resource 2 and (c) Resource 3

Before going to the main question related to the Principal's strategy, the researcher asked several questions about the relationship between the Principal and the teachers. This question began with the researcher asking questions related to the teachers' views on the leadership of the Principal of SD Negeri 7 Sembawa. Based on the interview results, it was found that the leadership of the Principal at SD Negeri 7 Sembawa based on the teachers' views was quite good because the Principal of SD Negeri 7 Sembawa was able to protect and had a high level of discipline.

Furthermore, the questions were related to the relationship between the Principal and the Principal of SD Negeri 7 Sembawa. Based on the statements made by the teacher, the relationship between the teacher and the Principal is quite good. When there are problems in the class, they will communicate and discuss them with the Principal, and the Principal is very open to complaints from the teachers.

In the following interview, the researcher asked how long they had worked at SD Negeri 7 Sembawa. Based on the three sources interviewed had different teaching lengths; some were 26 years, 22 years, seven months, and three years. Their long experience teaching and serving at SD Negeri 7 Sembawa enabled them to learn more about SD Negeri 7 Sembawa. The next question relates to the leadership function the Principal of SD Negeri 7 Sembawa carried out. Based on the results of the interviewees' answers, they were of the opinion that the Principal of SD Negeri 7 Sembawa had carried out his function as Principal well. To confirm the supervision carried out by the Principal of SD Negeri 7 Sembawa, the researcher asked the following question related to one form of supervision carried out by the Principal, namely through supervision activities. The results of the answers between the Principal of SD Negeri 7 Sembawa and the teachers were the same; the teachers confirmed the answer of the Principal of SD Negeri 7 Sembawa that the Principal always carried out supervision activities at least once per semester.

In connection with professional competence, researchers asked questions related to classroom learning activities and the use of ICT-based learning media. Based on the interviewees' answers, information was obtained that they were now having fun learning. However, some teachers still needed varied learning methods, so learning was not optimal

and enjoyable. Based on the information obtained regarding the source's statement for the *seventh* answer, information was obtained that several teachers did not use ICT learning media because they were unable to use the media. Some teachers could use learning media but still need to implement it. However, along with school policy, teachers have experienced developments in the use of learning media-based ICT.

To confirm the statement of the Principal of SD Negeri 7 Sembawa regarding increasing teacher professional competence, the researcher asked the following question related to teacher activities in participating in seminars, research, and other activities. *Workshop*. Based on the results of interviews conducted by the resource person, information was obtained that the teachers at SD Negeri 7 Sembawa were already there. Following that, he often participates in seminars, research, and other activities and *workshops that are well done online and offline*.

The researcher confirmed the Principal's answer regarding the obstacles to increasing professional competence at SD Negeri 7 Sembawa. The Principal's statement is supported by the teachers' answers that the obstacle to increasing teacher professional competence is that teachers cannot use ICT-based learning media to support learning because many teachers are approaching retirement.

The final question is related to the efforts made by the Principal of SD Negeri 7 Sembawa to improve teacher professional competence. Based on the informant's statement, information was obtained that the Principal always motivates teachers and asks them to actively improve their quality by participating in training activities, seminars, or *workshops*, both *online* and *offline*.

After the researcher interviewed the teacher, the researcher confirmed the teacher's statement by asking the female students of SD Negeri 7 Sembawa to confirm that the statement was not just normative. The researcher asked the female students five questions about activities and learning media in class.



Figure 6. Interview with Student Resource Person

The interview began with the student's feelings about participating in learning activities in class. The female student stated that the learning activities in class were

delightful. The next question relates to the initial statement regarding why he enjoyed the learning activity. The student stated that she enjoyed taking part in class learning because the teacher was good. Now, class learning is sometimes done by playing games, so it is more fun, and children can easily understand the material given.

The next question relates to the learning methods implemented in class. Based on the student's statement, data was obtained that in the past, learning in class often used the lecture method, but now, sometimes, there are games, discussions, and practices. For example, at that time, the teacher used media to convey material about the heat conduction of our objects, and the teachers practiced it directly so that it was better. Understand and comprehend the material provided.

The final question relates to the use of ICT-based learning media. Based on the student's answers, the teacher has not used ICT learning media to support learning activities, the student even said that during class 6 the teacher had never used ICT-based learning media, the student said that the teacher last used ICT-based learning media such as a projector in class 5 and that is only once. Based on the research results, the following chart is obtained:

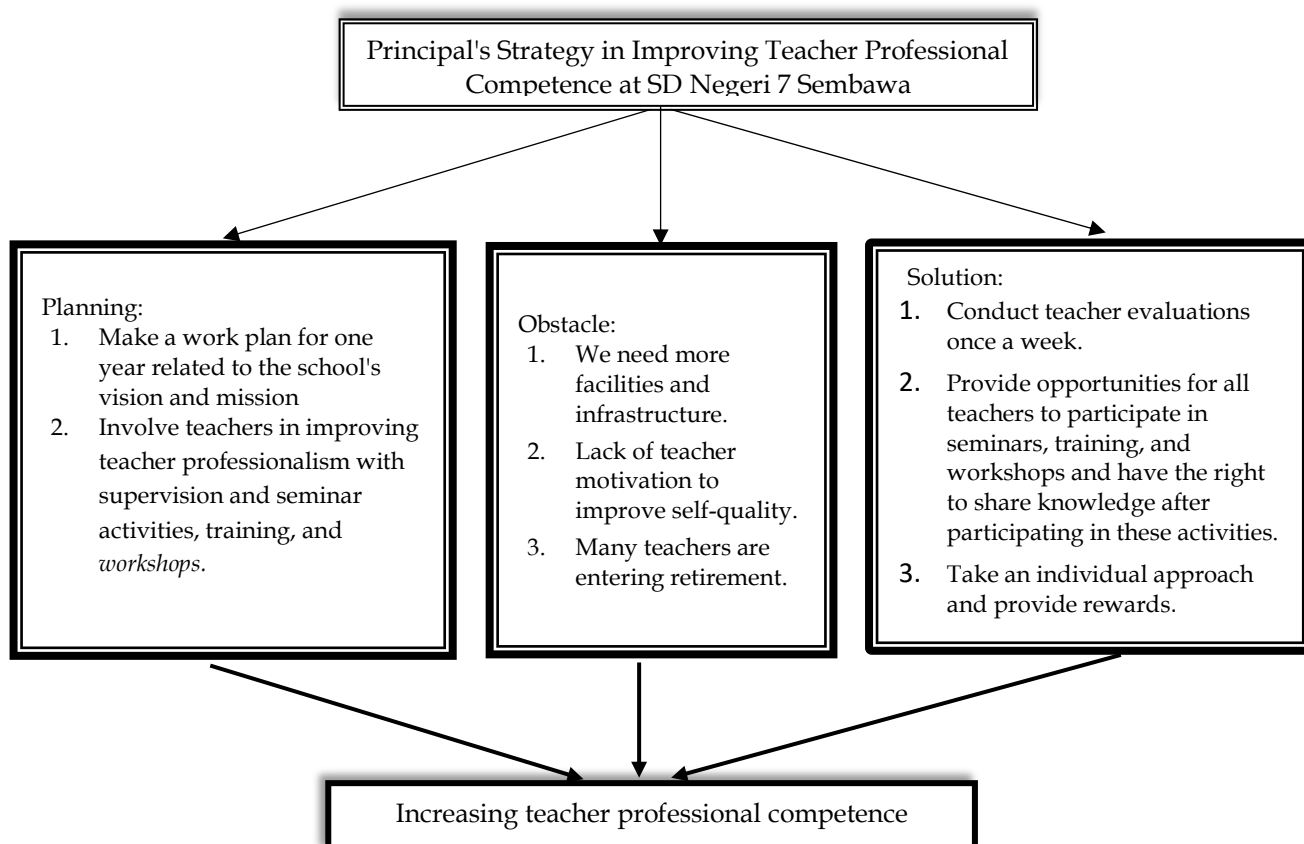


Figure 7. Chart of Research Results

Discussion

This research focuses on the Principal's strategy for improving the professional competence of teachers at SD Negeri 7 Sembawa. The researcher first explains the Principal's strategy for increasing professional competence and the obstacles and solutions.

1. The Principal's strategy for improving the professional competence of teachers at SD Negeri 07 Sembawa.

Based on the results of data analysis obtained from research at SD Negeri 7 Sembawa, it is clear that the Principal has a significant role in improving the professional abilities of teachers. Increasing teacher professional competence can have an excellent impact on improving the quality of teachers' learning and on utilizing ICT-based learning media to support learning activities, making it easier for students to understand the material provided more quickly.

The Principal of SD Negeri 7 Sembawa has an excellent strategy to improve professional competence. Although, based on research results, various obstacles are still encountered, and teachers are still experiencing difficulties, teachers are experiencing progress in improving the quality of learning. Based on the results of interviews conducted by the Principal and confirmed with the teachers at SD Negeri 7 Sembawa, there are two strategies carried out by the Principal of SD Negeri 7 Sembawa, namely by supervision and seminar activities, training, and *workshops* but before that, the Principal makes a plan of activities that support increasing professional competence in the school.

The results of supervision activities carried out routinely by the Principal of SD Negeri 7 Sembawa are carried out once every semester, and based on the results of interviews with the Principal and confirmed with teachers and students, this supervision activity has a positive impact on the quality of learning. The learning activities carried out by the SD Negeri 7 Sembawa teachers are fun and use more varied learning methods. Another factor that causes teachers to develop further in improving the quality of learning is because the Principal of SD Negeri 7 Sembawa takes an individual approach, where the results of supervision will be discussed with the teacher concerned so that the results of supervision will improve the quality of learning in the classroom, not just a mere formality.

This individual approach is necessary, one of which is to prevent deficiencies in learning activities from being conveyed to the teacher concerned in public so that the teacher's shortcomings are not made public and will not embarrass the teacher. This approach taken by the Principal is also necessary to maintain good relations between the teacher and the Principal and ensure openness between the Principal and the teacher concerned.

The role of the Principal of SD Negeri 7 Sembawa in improving the professional abilities of teachers is enormous because the Principal of SD Negeri 7 Sembawa always motivates teachers to develop the quality of learning and the use of ICT-based learning media, with strong encouragement from the Principal, the teachers are more enthusiastic in

improving his quality. Within one month at least, the Principal requires teachers to attend seminars regularly online or offline; in line with this, the teachers obeyed the appeal of the Principal of SD Negeri 7 Sembawa and took part in seminars, training, or workshops well online or offline. Even though they have participated in seminars, training, or other activities and workshops both online and offline, they still have various obstacles due to various factors. However, the teachers already have a good will to improve their quality.

2. Obstacles to implementing the Principal's strategy to improve the professional competence of teachers at SD Negeri 7 Sembawa.

Of course, applying the strategies that have been created is not easy. Based on the results of interviews with the Principal of SD Negeri 7 Sembawa and confirmed by teachers, there are several obstacles in implementing strategies to improve teacher competency at SD Negeri 7 Sembawa, namely inadequate facilities and infrastructure, lack of motivation, and a lack of educators' *ability to upgrade* themselves. Many teachers have entered retirement.

Based on the data obtained from observations and school documents, the facilities and infrastructure in schools have not been able to facilitate all teachers, especially in improving the quality of learning. There are only two projectors, while there are six classrooms in the school, and the projector is placed in the Principal's room. Six to two needs to be more balanced; to anticipate undesirable things, using this media is rare or impossible. This is the expression of one of the students at SD Negeri 7 Sembawa, who stated that during class 6, she had never used learning media like a projector.

More facilities and infrastructure will have an impact on teachers' interest in using this media. Based on the results obtained during the research, all teachers actively participated in training, seminars, and *workshops*. However, teachers lost enthusiasm due to inadequate school facilities, including non-existent internet access, unsupported laptops, and incomplete facilities and equipment. The knowledge they gain is only stored and not applied to support learning activities in the classroom.

The main obstacle to implementing ICT-based learning media is the age factor. Based on the results of research conducted through interviews with the Principal of SD Negeri 7 Sembawa and teachers, the underlying factors that cause teachers not to implement learning by utilizing ICT media, namely because almost the majority of teachers are about to enter their retirement period, causing teachers at SD Negeri 7 Sembawa to have difficulties in operating ICT-based learning media even though they are very enthusiastic about participating in training programs, seminars and *workshop*. This is not a big obstacle; indeed, people, entering retirement age will be slower in operating ICT-based learning media than young teachers, but that does not mean that teachers cannot operate ICT-based learning media, if there is a will. Moreover, with intense interest, teachers can improve their quality even better.

3. Solutions to overcome obstacles to the Principal's strategy in improving the professional competence of teachers at SD Negeri 07 Sembawa.

Based on the interviews obtained through field research, data was obtained that solutions that can be taken to overcome all obstacles in improving teacher professional competence are motivating teachers by taking an individual approach and facilitating their active involvement in developing and improving their quality. One way to evaluate teachers' performance is by holding supervision activities regularly, at least once a semester.

An individual approach is needed to overcome existing obstacles. The individual approach is the primary step taken by the Principal of SD Negeri 7 Sembawa because the Principal can use this approach to motivate teachers to improve the quality of their teachers even better. When well established, interaction will have a positive impact, such as teacher openness with the Principal. However, there are essential things in improving the quality of teachers in overcoming obstacles in schools, such as teachers who experience problems in utilizing school facilities and are unable to operate learning media that can support learning activities in the classroom because they are approaching retirement age. Through this approach, the Principal can motivate teachers to keep learning and apply the results obtained in class so that they not only gain theory but can also practice directly.

The policy implemented by the Principal of SD Negeri 7 Sembawa has received opposition from various parties. However, the Principal believes that if this approach is carried out optimally, it will change the paradigm of teachers to apply the knowledge gained by utilizing school facilities and infrastructure, even though they are limited, such as usage. There are only two projector facilities at SD Negeri 7 Sembawa; they can be used interchangeably so that students will get a varied learning experience because the projector can display PPT, videos, and images.

In improving the quality of teachers at SD Negeri 7 Sembawa, the Principal facilitates teachers in seminars, training, and other activities *and workshops*. Even though the school principal has never held activities related to seminars, training, or... *workshops* at school, the Principal provides information every time there is a seminar, training, or *workshop* done online or offline. The Principal also collaborates with surrounding schools to hold seminars, training, etc. *workshops*, even though this activity still needs to be carried out at SD Negeri 7 Sembawa.



Figure 8. Training activities to improve the quality of teaching and learning in the classroom



Figure 9. South Sumatra Literacy Seminar Activities



Figure 10. Banyuasin Regency Literacy Seminar Activities



Figure 11. Activities Workshop Curriculum Implementation

In improving the professional quality of teachers at SD Negeri 7 Sembawa, the Principal provides regular evaluations related to improving the professional competence of teachers at SD Negeri 7 Sembawa. The Principal provides regular evaluations related to improving teaching abilities in the classroom based on data from observations made through supervision activities. Supervision activities are not carried out to bring down or look for teacher deficiencies, but supervision is used to improve the quality of teachers at SD Negeri 7 Sembawa. This change is felt in the classroom; this is proven by the statements given by students regarding learning in the classroom, which is more varied.

Several policies have been implemented and pursued by the School principal, *pro* and *contra*, but this policy can impact increasing the professional competence of teachers at SD Negeri 7 Sembawa. These various improvements in teacher professional competence are exemplary achievements from the strategies implemented by the Principal of SD Negeri 7

Sembawa in improving the professional competence of teachers at SD Negeri 7 Sembawa.

Based on the results of the discussion, there are several findings in the field related to the research sub-focus, namely:

Table 3. Findings in the field

No	Sub Focus	Findings
1	Planning	SD Negeri 7 Sembawa's planning is quite good. The school makes a program plan for the next year, which is undoubtedly related to the school's vision and mission. It also prioritizes increasing professional competence by conducting regular supervision activities and involving educators in seminars, training, and <i>workshops</i> .
2	Obstacle	There are two main obstacles to increasing the professional competence of teachers at SD Negeri 7 Sembawa: inadequate facilities and infrastructure and almost the majority of teachers entering retirement. In this case, when teachers enter retirement, it is not the main reason for improving their professional skills, but when teachers have the will to improve their quality, then everything will definitely go well.
3	Solution	To improve professional competence at SD Negeri 7 Sembawa, the Principal always motivates teachers to develop by participating in seminars, training, and <i>workshops</i> and carrying out routine supervision activities once a semester.

D. Conclusion

Based on the results of the analysis and discussion that have been presented, several things can be concluded in this research, namely: 1) The strategy carried out by the Principal of SD Negeri 7 Sembawa in improving the professional competence of teachers at SD Negeri 7 Sembawa, namely by carrying out regular evaluations by carrying out supervision which is carried out regularly once a semester, involving and inviting teachers to be active in seminars, training and *workshop* to improve the quality of learning and use of ICT-based media. 2) The obstacles experienced by the Principal of SD Negeri 7 Sembawa are inadequate school facilities and infrastructure, lack of teacher motivation to improve their quality, and many educators who will enter retirement. 3) The solution taken by the Principal of SD Negeri 7 Sembawa is to take an individual approach, facilitating teachers to be actively involved in developing and improving their quality by participating in seminars, training, and *workshops* and evaluating the performance of teachers one of which is by holding regular supervision activities at least once a semester.

Based on the conclusions from the results of the research, several things can be suggested by researchers, namely: 1) School principals are expected to further improve teachers' professional competence by carrying out regular evaluations, carrying out routine supervision once a semester, involving and teaching students. Teachers should be active in

seminars, training, and workshops to improve the quality of learning and use of ICT-based media. 2) Teachers are expected to be more enthusiastic in studying and applying various creative lessons related to developments in knowledge and technology. With this, teachers can keep up with the times, and learning activities will produce various quality graduates. 3) For future researchers, it is hoped that the results of this research can be used as a reference. The researcher hopes that future research will be more in-depth regarding school principal strategies in improving teachers' professional competence, especially since it is felt that this research still needs improvement and has shortcomings and limitations.

In conclusion, the Principal's strategy carried out by the Principal of SD Negeri 07 Sembawa increased the professional competence of teachers at SD Negeri 07 Sembawa through seminars, training, and *workshops* and by evaluating their performance, one of which is holding regular supervision activities at least once a semester. Future researchers are encouraged to explore further and delve deeper into improving the strategies carried out by school principals so that the study will be more in-depth.

References

- Anam, N., & Malikkhah, Z. (2020). Strategi Kepala Sekolah dalam Meningkatkan Kompetensi Guru di Madrasah Ibtidaiyah (MI). *Jurnal Mu'allim*, 2(2), 242-259. <https://doi.org/10.35891/muallim.v2i2.2263>.
- Arina, Y., Revita, Y., Gistituati, N., & Rusdinal, R. (2023). The Influence of Principal's Participative Leadership Style and Work Climate on Public Middle School Teacher Performance. *Edunesia : Jurnal Ilmiah Pendidikan*, 4(3), 1066-1081. <https://doi.org/10.51276/edu.v4i3.487>.
- Bramantyo, R. Y. (2018). Strategi Mewujudkan Lulusan Fakultas Hukum Berkompetensi Spesifik (Pendidikan Hukum Indonesia dalam Tantangan Era Revolusi Industri 4.0). *Transparansi Hukum*, 1(2), 140-151. <https://doi.org/10.30737/transparansi.v1i2.244>.
- Fattah, M. A. (2023). Kebijakan Pengembangan Guru di Era Society 5.0. *An-Nahdlah: Jurnal Pendidikan Islam*, 2(3), 161-171. <https://doi.org/10.51806/an-nahdlah.v2i3.62>.
- Firmadani, F. (2022). Strategi Pengembangan Kompetensi Profesional Guru Sekolah Menengah Atas. *Jurnal Manajemen Pendidikan: Jurnal Ilmiah Administrasi, Manajemen dan Kepemimpinan Pendidikan*, 3(2), 192-207. <https://doi.org/10.21831/jump.v3i2.48045>.
- Hasanah, N. (2015). Dampak Kompetensi Profesional Guru dalam Meningkatkan Mutu Pendidikan Madrasah Ibtidaiyah di Kota Salatiga. *Inferensi*, 9(2), 445. <https://doi.org/10.18326/infsl3.v9i2.445-466>.
- Hayudiyani, M., Saputra, B. R., Adha, M. A., & Ariyanti, N. S. (2020). Strategi Kepala Sekolah Meningkatkan Mutu Pendidikan melalui Program Unggulan Sekolah. *Jurnal*

Akuntabilitas Manajemen Pendidikan, 8(1), 89–95.
<https://doi.org/10.21831/jamp.v8i1.30131>.

Kurniasari, A. D., Pratama, A. I., & Shalihah, N. M. (2023). Strategi Kepala Sekolah dalam Meningkatkan Kompetensi Profesional Guru di Mtsn Kota Tegal. *EduCurio Journal*, 1(2), 638–644.

Mardhatillah, O., & Surjanti, J. (2023). Peningkatan Kompetensi Pedagogik dan Profesionalitas Guru di Indonesia Melalui Pendidikan Profesi Guru (PPG). *Jurnal Pendidikan Ekonomi Undiksha*, 15(1), 102–111.
<https://doi.org/10.23887/jjpe.v15i1.65200>.

Mustowiyah, M., Murniati, N. A. N., & Sunanda, S. (2018). Pengaruh Budaya Sekolah dan Kompetensi Guru terhadap Mutu Pendidikan di SMP Negeri Se-Kecamatan Randudongkal Kabupaten Pemalang. *JP3 (Jurnal Pendidikan dan Profesi Pendidik)*, 3(1), 89–113. <https://doi.org/10.26877/jp3.v3i1.2211>.

Pradewo, B. (2021). *Kemendikbudristek Ungkap Rata-Rata Kompetensi Guru 50,64 Poin*. JawaPos.com.

Rahimah. (2022). Urgensi Profesionalisme Guru Dalam Kehidupan. *IURIS STUDIA: Jurnal Kajian Hukum*, 3(3), 270–277.

Ramadhani, S., Matondang, N. P., & Tarigan, S. F. (2023). Strategi Kepala Sekolah Dalam Meningkatkan Profesionalisme Guru Di MA Al-Ishlahiyah Binjai. *Perspektif Pendidikan dan Keguruan*, 14(1), 10-16.
[https://doi.org/10.25299/perspektif.2023.vol14\(1\).11289](https://doi.org/10.25299/perspektif.2023.vol14(1).11289).

Saruroh, E. F., & Saepuddin, S. (2022). Strategi Kepala Sekolah dalam Meningkatkan Kompetensi Guru di Tanjungpinang. *Jurnal Pendidikan dan Konseling (JPDK)*, 4(6), 9714-9725. <https://doi.org/10.31004/jpdk.v4i6.9917>.

Solikhulhadi, M. F. (2021). Strategi Kepala Sekolah dalam Pengembangan Kompetensi Profesional Guru untuk Meningkatkan Mutu. *JURNAL MADINASIKA Manajemen Pendidikan Dan Keguruan*, 2(2), 14-102.

Sugiyarta, S., Prabowo, A., Ahmad, T. A., Siroj, M. B., & Purwinarko, A. (2020). Identifikasi Kemampuan Guru Sebagai Guru Penggerak. *Jurnal Profesi Keguruan*, 6(2), 215–221.

Then, Y. M. K., HS, S., & Ramdhani, S. (2024). Junior High School Principal's Strategy in Preparing the Generation to Face the Era of Society 5.0. *Edunesia: Jurnal Ilmiah Pendidikan*, 5(2), 1023–1042. <https://doi.org/10.51276/edu.v5i2.939>.

Waston, W., & Taryanto, T. (2019). Peran Kepala Sekolah dalam Meningkatkan Mutu Pendidikan di Sekolah Dasar Islam Terpadu Muhammadiyah Jumapolo Karanganyar. *Profetika: Jurnal Studi Islam*, 61–70.
<https://doi.org/10.23917/profetika.v0i0.8949>

- Yuliana, L. (2021). *Kepemimpinan Kepala Sekolah Efektif*. Yogyakarta: UNY Press.
- Yumnah, S., Iswanto, J., Pebriana, P. H., Fadhilah, F., & Fuad, M. I. (2023). Strategi Kepala Sekolah dalam Mengelola Sumber Daya Guru untuk Meningkatkan Mutu Pendidikan. *Munaddhomah: Jurnal Manajemen Pendidikan Islam*, 4(1), 92-104. <https://doi.org/10.31538/munaddhomah.v4i1.350>.
- Zohriah, A., Firdaos, R., & Ubad, Z. (2023). Strategi Kepala Sekolah dalam Pengembangan Kompetensi Profesional Guru. *Jurnal Ilmiah Wahana Pendidikan*, 9(3), 557-575. <https://doi.org/10.5281/zenodo.7633325>.
- Zulkifli, Z. (2020). Analisis Kompetensi Guru Menghadapi Era Revolusi Industri 4.0. *JISIP (Jurnal Ilmu Sosial Dan Pendidikan)*, 4(3), 597-604. <https://doi.org/10.58258/jisip.v4i3.1286>.