

Improved Competency of School Principals Through Construction of Work Group

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Abstract - The development of school supervision competence through the construction of school supervisors in the activities of the school Principal Work Group (PWG) has been conducted. This research aims to find out: (1) The principal competency of the school principals after the construction of school supervisors in the PWG activities in Sangkuang Island, East Kutai District (2) to know the constraints of increasing competency of principal in Sangkuang Island, East Kutai Regency. This research is a qualitative study, conducted at the state Elementary school in Sangkuang Island, Sangkulirang Sub-district, East Kutai District consisting of 4 schools: (a) Elementary School 003 Sangkulirang; (b) Elementary School 006 Sangkulirang, (c) Elementary School 007 Sangkulirang, and d) Elementary School 012 Sangkulirang. The research took place from January 2017 to July 2017. Data collection techniques through interviews, observations and documentation. Data were analyzed using the Miles and Huberman analysis Model which is an interactive data analysis consisting of three activities namely data reduction, data presentation, and conclusion withdrawal. The results showed that through the construction of school supervisors in the PWG activities, the school's supervision competence increased. The headmaster has been able to make the supervision program properly, implementing supervision with various techniques, whereas in the follow-up the principal has done it according to the needs. Construction of school supervisors on PWG activities, making the atmosphere more relaxed, the principals motivated, discuss, brainstorm with supervisors and fellow school principals to solve the problems faced. Principals demonstrate a better work ethic and responsibility, unyielding to obstacles. In teaching and learning activities, they can direct teachers to innovate learning innovations. Obstacles are faced in the effort to improve the performance of primary principal in Sangkuang Island East Kutai District is (a) The geographical location separated by the sea and the constraints, the weather caused the schedule of watchdog visits is often delayed, (b) Teachers who are given additional duties as principals are partially not eligible to be the principal, seen from the point of competence or other requirements, this is done. Many teachers who are not willing to become primary principals for remote areas, (c) The school principal feels difficult to divide time because, in addition to the task of managing the school, the school principal also has a teaching obligation as much as 6 hours of instruction.

Keywords – Competence; Supervision; Principal; Constructions.

1. Introduction

The school principal's competency improvement is very important because the principal is one of the education components that are most instrumental in improving the quality of education. Whether or not an educational institution, especially in the unit of education, has been influenced by the principal's competence [1].

The principal's competence is a set of powers and faculties or abilities that a person who serves as the headmaster. These competencies must be owned by the principal to perform their roles and functions properly. Because by having such competence, the principal will be able to work effectively and efficiently to create a quality school.

Competence that must be owned by the principal based on the regulation [2] about the standard principal/Madrasah consists of 5 competencies: 1) Managerial competence, 2) supervision competence, 3) entrepreneurship competence, 4) social competence, and 5) personality competencies.

Among the five principal competencies, supervision competence is a very important competency owned by the principal. Due to the supervision of the school principal, implemented in the supervision activities of the principal directly affect the teacher's performance [3]. While the teacher's performance in learning activities greatly determines the success of education. The principal's supervision competence is defined as the ability of the headmaster to provide coaching to teachers to improve the quality of learning.

2. Results of overseas research

Some research in the efforts to improve the supervision competency of the school principal has been conducted, as reported by [4], has been improving the competence of the principal in Banjarmasin, through coaching activities by the school supervisor, and has been able to increase the competency of academic supervision of the school head up to 83.33%. [5] proved that the improvement of the school principal's supervision competency succeeded through the workshop and technical guidance (mobile). This research was conducted in the central area of the South Coastal district.

[6] Explaining supervision is the effort to provide services to teachers both individually and in groups in improving teaching efforts. According to [7], supervision competence is the skills,

skills, prowess that the principal has in providing coaching to teachers to improve the professionalism of teachers.

However, from the initial observations and interviews, it shows that not all principals have good supervision competencies, especially elementary school principals in Sangkuang Island, a secluded island located in Sangkulirang Sub-district, East Kutai District, East Kalimantan. This is evident from some of the phenomena that occur: (1) The supervision of the principal has not been planned properly, so it is not clear the supervision schedule (2) The supervision of the principal has not been guided by the correct process, (3) Follow-up to the implementation of supervision is rarely done, so there is no feedback.

This is because the headmaster lacks an understanding of how the principal's supervision competence based on [8]. That the school's supervision competencies include: (1) Planning the academic Supervision program to improve the professionalism of teachers, (2) implementing academic supervision using appropriate supervision approaches and techniques, (3) Follow up the results of academic supervision to improve the teacher's performance. Supervision is a process designed specifically to help teachers to use their knowledge and ability to provide better services to students and school parents and to make the school a more effective learning society.

To address this problem, the school supervisor has a very important role to improve and develop the school principal's supervision competence. Although the task of supervision in Sangkuang Island needed a high spirit of devotion to education in remote areas. Irregular geographical and weather conditions are a challenge for the school supervisor on duty there. Transportation to reach the island must cross the sea on a motorboat, followed by a road trip.

The main task of school supervisor based on government regulation RI number 19, 2005, concerning national standards of education, in section 55 stated that education unit supervision includes monitoring, supervision, evaluation, reporting, and supervision of follow-up results ". In line with that [9] stated that school supervisors provide coaching, appraisal, and assistance/guidance ranging from program plans, processes, to outcomes in school management to improve school performance. While the responsibility as a supervisor is to help improve the quality of education management (managerial supervision). School supervisors are also tasked with helping to improve the quality of the teaching/learning process and students ' learning outcomes in achieving educational objectives.

To make the headmaster a professional, it needs to be a container or organization as a place to develop the headmaster's performance. A container capable of allowing the school principal to implement and develop his or her potential to share his experience with other principals. Effective containers to develop the professionalism of them through the empowerment of the Principal Working Group (PWG). This empowerment activity gives the school principal to be able to make donations, thoughts, and performance steps both theoretically and inadequate practice so that it is a figure that always brings the professional competencies and will eventually increase the quality of education. Therefore, the principal needs input from his fellow schoolmates to discuss and find various solutions in

a gathering place of the principals called Principal Working Group (PWG) to solve the problems faced in performing the duties at the school.

The existence of PWG is stipulated in the Decree of Dirjen Dikdasmen number: 079/C/KEP. I//93 stating: PWG is a working group of principals whose members consist of all school principals in the school cluster, intended as a professional coaching container for the headmaster. The purpose of the establishment of PWG is: (1) to provide members with PWG to share experiences and provide assistance and feedback, (2) to improve knowledge and skills, as well as adopting a renewal approach in more professional learning for PWG members, (3) empowering and assisting PWG members in performing learning tasks in schools, (4) improving the competence and performance of PWG members in improving learning outcomes to develop the professionalism of teachers, (5) improving the quality of learning and quality of education that is reflected by the improvement of students ' learning outcomes, (6) Encouraging teachers to have the ability to use active, innovative, creative, effective and enjoyable learning methods in the classroom that is reflected in the improvement of student learning outcomes, (7) Help the Headmaster acquire credit figures for promotion, increase in academic qualifications of the principal, and the headmaster preparation in the face of the certification

The construction of school supervisors to improve the competency of school principals through coaching is commonly done by school supervisors. Circumstantial, the construction of school supervisors is often stressful because the supervisor is identical to the team of the school judge. Principals and teachers feel that school supervisors are their superiors and their challengers, giving rise to a sense of reluctance and rigid situations. The results of the development in this situation, the result is not maximal, especially for the competence of applicative nature and problem-solving.

This study was not conducted in urban areas such as previous studies. But done in remote areas, namely in Sangkuang Island, located in Sangkulirang Sub-District, East Kutai District. The school principal at Sangkuang Island needs to be improved, as information access is quite difficult, geographical conditions are also difficult to reach. The increased competency of the school principal at Sangkuang Island needs to be done actively by the school supervisor. Coaching is not only done through coaching or coaching from school to school because it is less effective, but coaching is also done simultaneously in the activities of the school principal work Group (KKKS). The variables measured in this study were the supervision competencies of the principal after construction by the school supervisor through PWG activities.

3. Research Methods

This type of research is a qualitative descriptive. Descriptive research is a study designed to obtain information about a symptom when the study was conducted [10]. This research uses a qualitative approach because it wants to reveal a phenomenon that occurs through the study of the subjects ' behavioral studies in depth.

The stage of research conducted in the field is coaching and mentoring by the school supervisor in the activities of PWG, scheduled 10 times the meeting. Meetings are conducted once a

week. The first four meetings were filled with material by the school supervisor, and the last six meetings were related to the implementation of the supervision activities undertaken by the headmaster in each school. When the headmaster carried out a supervise, researchers conducted observations and interviews on principals and teachers.

This research was conducted at the state Elementary school in Sangkuang Island, Sangkulirang Sub-district, East Kutai District consisting of 4 schools as follows: (a) Elementary Schooli 003 Sangkulirang; (b) Elementary school 006 Sangkulirang; (c) Elementary School 007 Sangkulirang and (d) Elementary School 012 Sangkulirang. This study was held in January 2017 to July 2017. Data collection techniques by observation, interviews, and documentation. Data is analyzed using the Miles and Huberman model which includes data reduction, data presentation, and withdrawal of conclusions. Data validity checks are done using the triangulation technique.

4. Results and Discussion

Construction of school supervisors to improve the supervision competence of the school principal is done along with PWG activities. This approach is done because of the activities of PWG and the atmosphere is more conducive, full of familiarity, not formal. Hopefully, the headmaster is more open in conducting discussions between the headmaster and the school supervisor. Meeting PWGas much as 10 times a meeting which is done once a week. The first four meetings were filled with materials and the last six were filled with discussions regarding PWG Forum is a discussion forum of the school head, so the atmosphere is more relaxed. During the meeting, the school principal is more open to asking for things that are not yet understood and less obvious. Also, they convey the constraints faced in conducting supervision activities in schools. The headmaster seemed more motivated to improve his competence, this was evident from the questions presented.

The implementation of the PWG program has inspired and understanding to the head of State elementary School in P. Sangkuang to develop a supervision program in each school. After following the construction of the school supervisor in the PWG program, it seems to increase the supervision competence of the principal. This is evident from the supervision programs that the headmaster and the supervision instruments make are used. They also know the supervision techniques that can be performed. Each school principal makes a supervision program according to the needs and character of the school. In a well-structured and systematic supervision program, covering the time, techniques and teachers supervised. Meanwhile, the school principal's supervision techniques prefer class observation. Class observation is one of the techniques of academic supervision to determine the quality of teaching teachers in the classroom. Assessments use established observation instruments, including RPP assessments, learning processes, and learning assessment techniques. The supervision is followed by giving feedback to the teachers. Feedback is important to give suggestions for planning, learning process, and assessment of learning outcomes better. Follow-up is done individually, i.e. delivered to the teacher in question. In addition to the perception of a good learning process, the headmaster conveys supervision in the group, which is jointly in some teachers. At the meeting

with the teachers together, the headmaster invites the teacher to discuss, convey the pros and cons when the teacher teaches and seek to solve the learning problems for the next learning improvement.

After conducting supervision at the school, the headmaster reported supervision activities to the school supervisor on the next PWG activities. These results were discussed with other school supervisors and school principals. Supervisors and other principals provide advice or solutions if there are constraints in their implementation.

Following the activities of the school principal at Sangkuang Island, Sangkulirang Sub- district gained encouragement and motivation. The headmaster did many innovations and hard work in developing the school. As a supervisor, the school principal is well-planned to perform academic supervision in the school.

The follow-up supervision was conducted by the head of State Elementary School Sangkuang by providing feedback, then invited the teacher to discuss to find the pros and cons when the teacher taught and sought the resolution of the learning problem for the next improvement of the developer, then the principal reported the results of the supervision he had done to the supervisor, together with the Headmaster supervisor identifying the necessary follow-up.

5. Conclusion

The supervision of the school principal at Sangkuang Island after coaching by the school supervisor in the PWG Program activities has shown a good increase in performance. The competency of the principal shows satisfactory activity, the school principal is more passionate, motivated and has a better work ethic and responsibility, never gives up in facing obstacles and is able to direct teachers to do innovations in learning. The headmaster has also been able to make the supervision program properly, implementing supervision with various techniques, whereas in the follow-up the principal has done it according to the needs. The obstacles faced by the principal to improve the supervision competence of the school principal at Sangkuang Island, Sangkulirang Sub-district is: (a) a far-off geographical location separated by the sea and the constraints, the weather caused the schedule of watchdog visits is often delayed, (b) Teachers who are given additional duties as principal partially are not qualified, this is done because many teachers are not willing to be the principal of the primary school for remote areas, (c) The school principal feels difficult to divide time because besides getting the task of managing the school, the school principal also has a teaching obligation as much as 6 hours of instruction.

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