

The Role of Principle

By Suyatno Suyatno

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The Role of the School Principal in Increasing Teacher Pedagogical and Professional Competence in Muhammadiyah Elementary School

Ahmad Ansori¹, Suyatno^{1*}, Dwi Sulisworo¹

¹Department of Education Management, Universitas Ahmad Dahlan
UAD Kampus 2, Pramuka Street 42, Sidikan, Umbulharjo, Yogyakarta

* Corresponding Author. E-mail: suyatno@pgsd.uad.ac.id

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ABSTRACT

Penelitian kualitatif dengan pendekatan studi kasus ini bertujuan mengungkap peran kepala sekolah dalam meningkatkan kompetensi pedagogik dan profesional guru di SD Muhammadiyah Macanan Sleman dan SD Muhammadiyah Al-Mujahidin Gunungkidul. Subjek penelitian adalah kepala sekolah dan guru. Pengumpulan data dilakukan dengan observasi, wawancara, dan dokumentasi. Data dianalisis dengan menggunakan tahapan pengumpulan data, reduksi data, penyajian data, dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa peran kepala sekolah dalam meningkatkan kompetensi pedagogik dan profesional guru adalah sebagai manager, leader, dan innovator. Sebagai manager, kepala merencanakan program dengan merinci kebutuhan pendidik dan tenaga kependidikan, merencanakan kurikulum, dan merencanakan kebijakan penambahan mata pelajaran bimbingan konseling. Sebagai leader, kepala sekolah memberi target kepada guru tentang penguasaan kelas dan melakukan briefing. Sebagai inovator, kepala sekolah menekankan tentang pentingnya inovasi pembelajaran berbasis teknologi informasi dan pengelolaan kelas. Tiga peran kepala sekolah tersebut berdampak pada kompetensi guru dalam melakukan pembelajaran yang bermakna dan menyenangkan, pengelolaan kelas, pemanfaatan teknologi informasi dalam pembelajaran, penguasaan terhadap perkembangan peserta didik dan materi pelajaran.

This qualitative research with a case study approach aimed to reveal a role of the school principal in increasing teacher pedagogical and professional competence in Muhammadiyah elementary school of Macanan, Sleman and Muhammadiyah elementary school of Al-Mujahidin, Gunungkidul. The research subject was the school principal and teachers. The data was collected through observation, interview, and documentation. The data were analyzed by using the stages of data collection, data reduction, data representation, and conclusion drawing. The results showed that the role of the school principal in increasing teacher pedagogical and professional competence was as a manager, leader, and innovator. As a manager, the school principal planned the program by detailing educators' need and education staff, planning curriculum, and planning a policy for adding the subject of guidance and counselling. As a leader, the school principal set the targets regarding class management and arranged a briefing. While as an innovator, the school principal emphasized the importance of innovation of information technology-based learning and class management. The three roles of the school principal impacted on teacher competence in conducting fun and meaningful learning, class management, the use of information technology in learning, the mastery of the material and student development.

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INTRODUCTION

The quality of education in school is mostly determined by teacher competence, primarily pedagogical and professional competence. The mastery of these two competencies will enable the teacher to understand the material being taught in-depth and is able to deliver the materials interactively, interestingly, is appropriate with student character and development so that eventually the learning can facilitate the students to gain competencies that have been determined. Competence is a set of intelligent actions, skills, and rational behaviours to be able to do work to achieve the goals (Nasution et al., 2011) (Naim, 2016) (Majid, 2014) (Usman, 2013). (Nemet, 2018) said “Theoretical aspects of teachers’ competencies can be divided into four basic areas: (a) professional-subject, (b) pedagogical, (c) organizational, and (d) communication-reflexive. All of these areas of competencies are important and require equal attention in education”. Based on the Law of Number 14 of 2005 about the teacher and Lecturer chapter IV article 10 paragraph 91, the competencies that teacher must have are pedagogical competence, personality competence, social competence, professional competence obtained through the education of the profession.

Pedagogical competence consists of the understanding toward students, learning planning and implementation, the evaluation of learning outcomes, and student development to actualize various potential that has been had by the students (Hidayat, 2017) (Măță, 2014). (Drovnikov et al., 2016) said that professional competence is a set of ability, skill, and personality traits needed to build a successful career. Professional competence is the ability to master the learning material broadly and deeply (Sudarma, 2014).

A teacher is a person who gives knowledge to the students (Djamarah, 2010). In the future, the teacher role is getting wider. The teacher’s duty as an educator not only educate students’ intelligence through the transfer of knowledge carried out routinely in the classroom but also as a guide, coach, student’s talent, interest, ability towards the maximum they can reach in order to be an adult human capable of mastering science and developing it for the welfare of life.

The teacher can carry and perform the responsibility in which they have many relevant competencies, especially pedagogical competence and professional competence. A competence teacher will be more capable create effective dan fun learning environment and more capable of managing the class so that students’ learning process is more optimally. Therefore it required the earnest, and comprehensive effort in increasing pedagogical competence and teacher professional competence, one of the effort is through optimizing the role of the school principal (Hamalik, 2010).

The school principal is teacher operational staff who is assigned the task to leading a school, where the learning process is held, or a place where there is the interaction between teachers who give lessons and students who receive lessons (Wahjosumidjo., 2013). The school principal is a prime mover that which drives all of the school activities (Barlian, 2013). The leadership of the school principal will be successful if he understands the existence of the school as a complex and unique organization and can utilize the resources (Fatah, 2008) optimally. As what is said by (Sharp, W. L. & Walter, 2003), “the school principal whether elementary or secondary, is the single most important person to a school’s success”. The leadership of the school principal is one of the pivotal keys of the development program of teacher capacity (Khoirun, 2015).

In the new education management paradigm, the school principal at least must be able to have a role as educator, manager, administrator, supervisor, leader, innovator, and motivator (abbreviated as EMASLIM) (Kumiasih, 2017) (Maduratna, 2013)(Mulyasa, 2013). Bellamy et al. (2007) said that “Principals may have the most complex job in education”. The job of the school principal is increasing day by day, and will always increase according to the expected educational development, in this case, the school principal job is not only as EMASLIM, but it will continue to be developed. The school principal has vital role because, first, the school principal is a figure who is capable of being a facilitator to achieve the purpose of education. Second, the school principal is a figure which is expected to be able to empower the potential that existed in the school (Ketut, 2015).

The increase of teacher pedagogical and professional competence is carried out of the optimization of the principal school role. The school principal who optimally carries out the role in

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increasing pedagogical competence and teacher professional competence² is going to increase the learning quality, and then increase the quality of education. The role of the school principal in increasing pedagogical competence and teacher professional competence can be seen in figure 1.

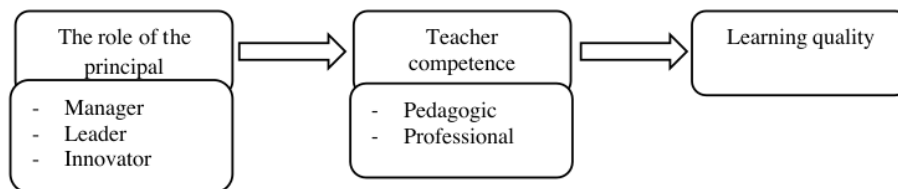


Figure 1. Framework

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¹ This research was conducted in two elementary schools in the Special Region of Yogyakarta, namely Muhammadiyah elementary school of Macanan and Muhammadiyah elementary school of AL-Mujahidin of Wonosari, Gunungkidul. Muhammadiyah elementary school of Macanan is one of the private elementary school in Sleman that has high community appeal. Every year, community appeal to send their children to this school is more increasing. The vision of Muhammadiyah elementary school of Macanan is to achieve Islamic, cultural, creative, and creative generation. To achieved the vision, it is required the competent teachers. Based on the result of the interview on March 20, 2018, with Muhammadiyah elementary school of Macanan, the school principal is very influential in the process of the increase of teacher competence. The first result of the interview through the interview with one of the teachers of Muhammadiyah elementary school of Al-Mujahidin obtained the information that the school principal has a role in increasing teacher competence in Muhammadiyah elementary school of Al-Mujahidin. The increase of the teacher competence in Muhammadiyah elementary school of Al-Mujahidin also is continuously carried out by optimizing the role of the school principal with programs that have been made by the school. The programs consist of study assignment, training and education, workshop, and teacher competition. Muhammadiyah elementary school of Al-Mujahidin is one of pilot school in Gunungkidul regency, Yogyakarta. ²

Based on early study, the quality improvement of two schools is caused since the role of the school principal in increasing teacher competence, especially pedagogical and professional competence. With competent teachers, the learning in the classroom will run well, interactively, and interestingly, also takes students to achieve the specified competencies. Eventually, the students reach both academic and non-academic achievement. The various achievements obtained by the students have made ²² two schools increasingly gain high trust from the community. Based on the above background, this study aims to reveal the role of school principals in improving the pedagogical and professional competence of their teachers. This finding is expected to provide scientific knowledge on how the school principal role to be more successful in increasing pedagogical and professional competence.

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METHODS

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This research is a case study using a qualitative approach focused on how the role of the school principal in increasing teacher pedagogical and professional competence in Muhammadiyah elementary school of Macanan and Muhammadiyah elementary school of Al-Mujahidin. A qualitative approach used was to reveal what is the reality happened in the field about the school principal's duty as a manager, leader, and innovator in increasing teacher pedagogical and professional competence in Muhammadiyah elementary school of Macanan and Muhammadiyah elementary school of Al-Mujahidin so that it can be in-depth understood and eventually is obtained this finding.

The participants in this study were the school principal and teachers of Muhammadiyah elementary school of Macanan and Muhammadiyah elementary school of Al-Mujahidin. The instruments in this study were interview guideline, observation guideline, and document analysis guideline. The researcher interviewed the school principal and teacher was used interview guideline, in which the researcher observed the activities in the school using observation guideline; also the researcher scrutinized the documents that are required based on documentation guideline. As the guidelines to ease to obtain the data, the researcher arranged research instrument grid, as explained in tab 32.

Table 1. The grid of the role the school principal in increasing teacher pedagogical and professional competence

Aspect	Indicator	Evidence	Informant	Method
The role of the school principal in increasing teacher pedagogical and professional competence	Manager	<ol style="list-style-type: none"> 1. Planning the program by detailing the needs of teachers and academic staffs who run the tasks and planning the curriculum that will be implemented. 2. Empowering the teachers by dividing the tasks based on each teachers' ability 3. Arranging the staffing organization in the school and also optimizing the school resources. 	Principal	Interview
			Teacher	Observation
				Documentation
	Leader	<ol style="list-style-type: none"> 1. To be an excellent example to other teachers 2. To have the skills and a good personality. 3. To be disciplined, honest, brave, firm, interesting. 	Principal	Interview
			Teacher	Observation
				Documentation
	Inovator	<ol style="list-style-type: none"> 1. Program Innovation 2. Learning Innovation 3. Communication Innovation 	Principal	Interview
			Teacher	Observation
				Documentation

The data analysis in this research used an interactive model of Miles and Huberman, as seen in figure 2.

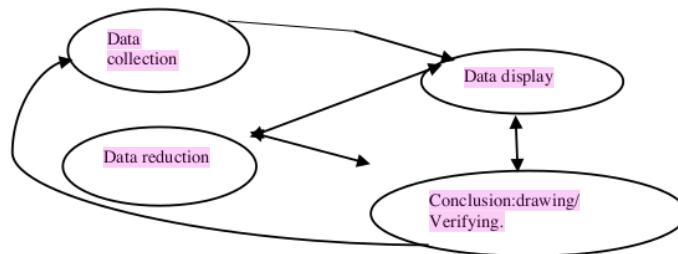


Figure 2. Interactive Analysis Model

The activities in the qualitative data analysis were carried out interactively and took place continuously so that the data was saturated. The activities in data analyzing are data collection, data simplification, data representation, and concluding. The data obtained in the field are summarised; the main ones are selected, and are focused on essential things. The data is systematically represented in order to be more fully and thoroughly understood among the parts; therefore, it is likely drawing the conclusions or verification. Drawing the conclusions or verification can not be separated from researched problems.

RESULTS AND DISCUSSION

This research aims to reveal the role of the school principal in increasing teacher pedagogical and professional competence. According to the analysis, three primary roles of the school principal in increasing teacher pedagogical and professional competence are the school principal as a manager, the school principal as a leader, and the school principal as an innovator. Based on the analysis of research data, it had been found three primary themes that describe the role of school principals in increasing pedagogical competence and teacher professional competence: the school principal as a manager, the school principal as a leader, as the school principal as an innovator. Accompanied relevant interview excerpts explained each theme as proofs.

The school principal as manager

The first role found in this study is the school principal as manager. The role of the school principal as a manager in increasing teacher professional competence was carried out by planning programs detailing the needs of educators and education personnel who will carry out their duties, planning the curriculum that will be implemented, and planning a policy of adding guidance and counselling subjects. In turns, the school principal assign the teacher to participate in the activities of the school visit, teacher exchange, upgrading program, training, and workshop. The principal checks the learning administration made by teachers such as learning implementation plan and learning scenario, also helping the teacher by providing the feedback and advice to fulfil or improving the administration that will be used by the teacher during learning implementation. The school principal conducts a class visit to monitor the learning process carried out by the teacher in the classroom like teacher understanding toward the students, learning implementation, the valuation of learning outcomes, and student development. Then, the next activities are monitoring and evaluating; for example, the school principal monitors the activities through supervision teams or students. Also, the school principal evaluate learning outcomes through an administration that has been reported by the teacher. In increasing teacher professional competence is by giving the assignment according to teachers' ability, such as the being vice-principal, vice-principal curriculum, treasurer, and task on extracurricular activities. The school principal creates an organizational structure involving students' parents through the school committee and completing the necessary of facilities and infrastructure.

Based on the result of the interview of the school principal and teachers of Muhammadiyah elementary school of Macanan and Muhammadiyah elementary school of Al-Mujahidin, the role of the school principal as a manager in increasing teacher pedagogical competence is said that:

"The school principal plan the program by detailing the need of the program, plan the curriculum that will be implemented, assign the teachers to take a comparative study, assign to join teacher exchange or school visit, and help the teacher to improve material content or method in learning implementation plan. Carrying a class visit and observing the teacher toward the students, learning implementation, assessment, and student development carried out by the teachers, also monitoring and evaluating." (R1).

As a manager, the increase of teacher professional competence in Muhammadiyah elementary school of Macanan and Muhammadiyah elementary school of Al-Mujahidin is conducted by:

"The school principal assigns the teacher to participate in training, training and education, pursuing study and giving the additional task to the teachers like being committee, coordinator, etc. Conduct class visits and observe the teacher's mastery of learning materials, the suitability of teaching materials, providing the exemplary based on students' daily life, as well as seeing the suitability of learning planning with the learning

implementation. Also, the school principal monitors and evaluates the activities outside the school, such as teachers' activities in participating in training and seminar outside the school. The school principal asks the teachers to report their outcomes of the program in the report or cluster's teacher workgroup in the school in order to impact the other teachers." (R2).

In increasing teacher professional competence, the school principal also assigns the teacher to participate in training, seminar, or workshop. The school principal conducts regularly checking into the learning administration made by the teacher like learning implementation plan and learning scenario. The school principal also checks the material content, method, and the results to be achieved in learning. Conducting class visit, the school principal directly observes the learning process conducted by the teachers in the class like how the teachers use the learning methods, teacher mastery of learning material, the conceptual relationship between related teaching materials, application of scientific concepts to everyday life. Monitoring and evaluating, for example, the school principal asks the teachers to report their outcomes of the program in the report or cluster's teacher workgroup in the school in order to impact the other teachers.

The description above is in line with Barlian (2013) who said that the school principal as a manager arranges the school program, arranges staffing organization in the school, drives the staff (teachers and education staff), and optimize school resources. The early research result by Rusmawati (2013) showed that the school principal acts the role of a manager by empowering teachers through collaboration and involving teachers in decision making. The school principal is also responsible on the continuity of all of the activities and administration in the school, such as curriculum management, student administration, personnel administration, facility and infrastructure administration, and archive and financial administration (Fitrah, 2017)(Maduratna, 2013). As a manager, the school principal must be able to supervise the teachers' work, in this case, the supervision that is meant is to enhance the supervision and control toward teachers and staffs in order to increase their performance.

The school principal as leader

As a leader in increasing teacher pedagogical competence, the school principal give a target to the students, such as the target to master a class so that the teachers independently attempt to improve their ability. Additionally, the school principal conducts a briefing, and in these activities, the school principal conveys weaknesses and constraints faced by the teachers. To be a leader, the school principal must always learn the new activities, read more, and experience many things, then what has been experienced is shared to the teachers, regularly shares with the teachers through discussion, gives the instruction or feedback to the teachers or towards what teachers are facing. Increasing teacher professional competence is carried out by providing a good example and calmly in working, also provides the motivation and reward to the education staff both in morally and materially. The principal must have a personality that is honest, disciplined, trustworthy, fair, dares to make decisions, and is firm in order to be an example for the teachers. In addition, the school principal conduct mental, ethic, physic, and spiritual guidance. In increasing teacher professional competence, the school principal give a target to the students, such as the target to master a class so that the teachers independently attempt to improve their ability. The school principal carries on a comparative study, in which in that activity, the teacher can imitate or adopt the excellent learning process from other schools. Enrolling teachers for training outside of school or holding training in schools by inviting external sources, involving teachers in outstanding teacher competitions, recommending and providing opportunities for teachers to become model teachers/instructors, provide opportunities for teachers to develop careers, recommend and give teacher permission for pursuing the study.

As a leader, increasing teacher pedagogical competence in Muhammadiyah elementary school of Macanan and Muhammadiyah elementary school of Al-Mujahidin was conducted by:

"The school principal gives a target to the teachers like class mastery; therefore, the teachers independently attempt to improve their ability. The school principal also must be

able to create an engaging environment, also approach others to be easier to communicate.” (R3).

1 As a leader, increasing teacher professional competence in Muhammadiyah elementary school of Macanan and Muhammadiyah elementary school of Al-Mujahidin was conducted by: “giving the target such as material mastery. The school principal also carries out mental, ethical, physical and spiritual coaching. The school principal must have honest, disciplined, trusted, fair, dare to take the decision, and firm personality so that these can be an example for the teachers.” (R4)

The abovementioned description is in line with the previous research by Kurniasih (2017) and Maduratna (2013) who said that the school principal must be capable of creating a conducive school climate, gives advice to the school re⁶ents, encourage the education staffs, and also implement an interesting learning model. The personality of the school principal as a leader is reflected in the characteristics of honesty, self-confidence, responsibility, the courage to take risks and decisions, big-hearted, stable emotions, and being role models. The principal must always strive to improve the quality of learning carried out by teachers, in this case, the experience factor will greatly influence, especially in supporting to form the understanding of the academic staff towards the implementation of their duties. The principal must also provide opportunities for teachers to increase their knowledge and skills by pursuing a higher level of education (Mulyasa, 2013).

The school principal as an Innovator

As an innovator in increasing teacher pedagogical competence, the school principal innovates the learning process, in which the learning that previously only use the books as sources is innovated by electronic media-based learning, and the seating arrangements must always change every week. Giving a reward such as a certificate of merit or charter to the best performing teachers to motivate other teachers to improve their performance. Facilitating classes such as providing teaching media, necessary facilities such as LCDs, LEDs, internet networks, and others needed by teachers to carry out the learning process in the classroom. increasing teacher pedagogical competence is carried out by innovation of school program and teacher performance programs like GSM (Gerakan Sekolah Menyenangkan/Interesting School Movement) and a creative school. Giving a reward such as a certificate of merit or charter to the outstanding teacher to motivate other teachers to be more well-performed either in the school or outside school. Facilitating the whole necessary required by the teacher to participate in the activities that have been arranged by the school, such as transportation, facilities and infrastructure, equipment required during the activity, and allowance after the activities are finished.

1 As an innovator, increasing teacher professional competence in Muhammadiyah elementary school of Macanan and Muhammadiyah elementary school of Al-Mujahidin was conducted by:

“Making the updates or changes of the learning such as GSM (Gerakan Sekolah Menyenangkan/Interesting School Movement) and the seating arrangements must always change every week. Giving the motivation like reward and punishment to the teachers and education staffs, such as giving a reward for the best teacher in class management. Facilitating the need of the teachers in learning implementation, such as facilitating the class with LCD, LED, and internet access to encourage and ease the teachers to manage their class.” (R1).

1 As an innovator, increasing teacher professional competence in Muhammadiyah elementary school of Macanan and Muhammadiyah elementary school of Al-Mujahidin was conducted by:

“the renewal program like creative school, in which in every year the program must be innovated and different to the previous program in the last year. Giving a reward to the

outstanding teacher and well-performed teacher. Facilitating the whole necessary of learning required by the teacher to participate in training, seminar, or workshop. The facilities given are transportation, the needs required during the activities, and allowance after the program finished (R2).

1 Based on the interview result of the school principal also the teacher of Muhammadiyah elementary school of Macanan and Muhammadiyah elementary school of Al-Mujahidin, the success of the school principal role in increasing teacher pedagogical and professional competence is stated that:

“The teachers felt the success of the increase of teacher pedagogical and professional competence. The teacher becomes more understand the good learning, learning administration, learning process, and learning evaluation. The success of increasing teacher pedagogic competence and professional competence can be seen in the learning process that is being carried out by the teacher. The success of increasing the teacher pedagogic competence and professional competence can be seen from the results of the supervision of the school principal. Also, the success of increasing the teacher pedagogic competence and professional competence can be seen from the impact of the learning carried out by the teacher, like student achievement and school achievement (R5, R6).

Mulyasa (2013) said that the school principal, as an innovator, must be able to figure out, find, and implement the various renewal in the classroom. The school principal must also have the right strategy to motivate the education staffs in performing their various tasks and functions. The school principal has to attempt to use the award appropriately, effectively, and efficiently to avoid negative impacts that may arise. The research of Deesomsak et al. (2014) stated that the involvement of STEM in the learning process could facilitate STEM teacher to be more innovative and relevant pedagogically.

6 The impact of the role of the school principal toward the increase of teacher pedagogical and professional competence 17

The teachers felt the success of the increase of teacher pedagogical and professional competence. The teacher becomes more understand good learning, learning administration, learning process, and learning evaluation. The success of the increase of teacher pedagogic and professional competence can be seen from the learning process conducted by the teacher in the class, in which the indicator of pedagogic competence like teacher understanding toward students, learning design and implementation, the evaluation of learning outcomes, student development, and teacher professional competence like teacher ability the mastery of learning material in-depth and broadly that encompassing (a) concept, structure, and scientific/technology/art methods that are coherent with learning materials; (b) learning material existed in the school curriculum (c) concept relationship among related subjects; (d) the application of scientific concept in the daily life; and (e) teachers have done a professional competition in a global context while preserving national values and culture. Furthermore, the success of the increase of teacher pedagogical and professional competence also can be seen in the impacts of the learning process conducted by the teachers such as school achievement, teacher achievement, and student achievement.

In the learning process conducted by the teachers in Muhammadiyah elementary school of Macanan and Muhammadiyah elementary school of Al-Mujahidin, the indicator of teacher pedagogical and professional competence are well-contained in the learning process. The indicators are learning plan, learning management, the understanding the students, learning implementation, the evaluation learning outcomes, student development, the use of the method, the relationship between the concepts and related learning materials, and the scientific application in the students' life that has been conducted by the teachers well.

The teacher plans the learning plan in a learning implementation plan. In the learning implementation plan includes the need for identification, competence, and the arrangement of the learning program. The teacher starts learning by greeting and praying, and then the teacher conducts pre-test to deliver the material and reminds the students of the previous material. In the

stage of the learning process, the teacher opens the lesson clearly and communicatively, conveying the learning objectives concisely and clearly, mastery of the material is smooth, giving actual examples, and answering to students correctly. The material is presented based on the objectives and adjusted to the students' abilities, the use of methods is according to the objectives and material, the use of effective methods and is aimed at students, the props used are in accordance with the material, then evaluated by giving the questions or tasks.

The understanding toward the students is carried out by observing the students when learning class, the things that observed are the level of student intelligence, student creativity, student physic condition, and cognitive growth and development of the students. Learning management is carried out to enhance student liveliness or involvement in the learning process. The management of student liveliness is by creating a discussion group or question and answer. The evaluation of learning outcomes is conducted during and the end of the learning process by providing the questions and answer to the students. The learning evaluation is also conducted using daily tests, monthly tests, and semester exams.

Developing the students is carried out through extracurricular, material enrichment and remedial, or guidance and counselling. The use of the method is customized by learning material; however, when the researcher observed the learning process, the method that mostly used are discussion as well as question and answer. In the thematic learning, the learning material is presented by linking material to one another. The application of scientific concept with daily life is carried out by giving an example based on daily student life and is related to surroundings. The method used is carried out so that the students can interpret the learning and apply them to their life.

Based in the observation result from the documentation of Muhammadiyah elementary school of Macanan and Muhammadiyah elementary school of Al-Mujahidin, the success of the teacher pedagogical and professional competence can be observed from the impacts of the learning, such as student achievement and school achievement. Muhammadiyah elementary school of Al-Mujahidin is one of the exemplary school in Gunungkidul regency.

Sudarma (2014) stated that the success of the teacher pedagogical and professional competence could be seen from the teacher ability in managing the learning including teacher understanding toward the student, learning design and implementation, the evaluation of learning outcomes, and developing the students to actualize various competence they have, and teacher ability to master in-depth and broad teaching material encompassing (a) concept, structure, and scientific/technology/art method that are coherent with the learning material; (b) teaching materials in the learning curriculum; (c) the relationship between related subjects; (d) the application of scientific concepts in the daily life; and (e) professional competition in the global contexts by preserving national values and culture.

CONCLUSION

The role of the school principal in increasing teacher pedagogical and professional competence in Muhammadiyah elementary school of Macanan and Muhammadiyah elementary school of Al-Mujahidin is, first, as a manager, the school principal divides the task according to teacher ability and assigns teachers in turns to participate in training, seminars, or workshops. Supervising through class visits during class hours, controlling through monitoring and evaluation. Second, as a leader, the school principal must have the ability to educate the teachers, provides mental, ethic, physic, and spiritual guidance. Third, as an innovator, the school principal makes the renewal of the learning, school program, and teacher work program. Also, Providing the motivation and facilitating the needs of the teachers to participate in the activities of the improvement of the teacher competence.

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