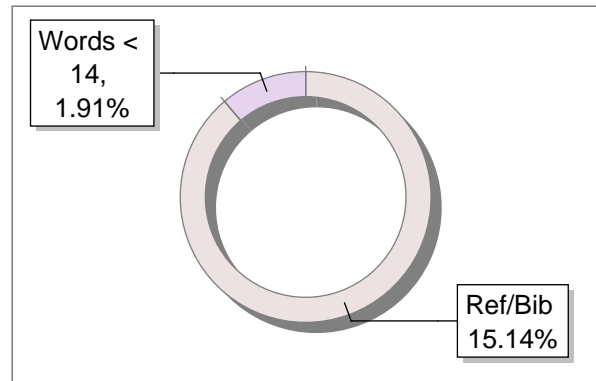
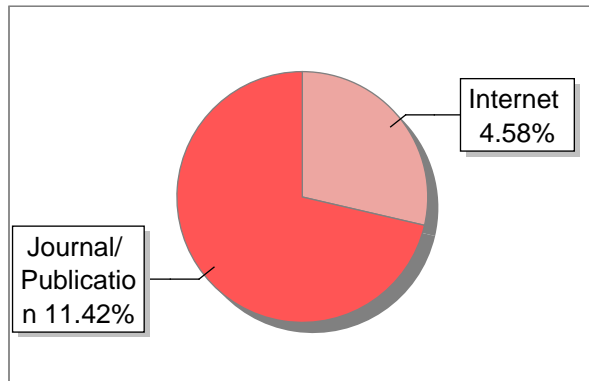
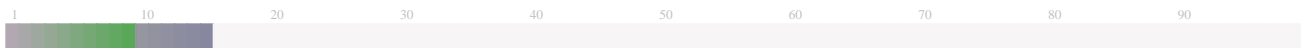


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**The Principal's Strategy In Changing Teachers Mind Patterns To The Quality Of Learning At SMK Muhammadiyah 1 Temon**

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**Abstrak:** Penelitian ini bertujuan untuk mengeksplorasi strategi kepala sekolah dalam mengubah pola pikir guru dalam meningkatkan mutu pembelajaran. Metode yang digunakan dalam penelitian ini adalah dengan metode wawancara dan dokumentasi serta dalam mengolah hasil penelitian dengan menggunakan software *Atlas.ti 8*, langkah yang dilakukan adalah dengan mengolah data yang diperoleh kemudian memberikan kode, mengelompokkan kode yang telah di dapat sesuai dengan makna yang sama, selanjutnya menggabung beberapa konsep yang mempunyai makna sehingga mendapatkan konsep baru. Hasil dari penelitian ini adalah kepala sekolah dalam mengubah pola pikir guru dengan melaksanakan pembinaan guru dan melaksanakan pengembangan kompetensi guru serta guru dalam meningkatkan mutu pembelajaran dengan menggunakan teknologi pembelajaran, media pembelajaran dan evaluasi pembelajaran.

**Kata Kunci:** Kepala Sekolah, Guru, SMK, Pola Pikir, Mutu Pembelajaran

**Abstract:** This study aims to determine the extent of the principal's strategy in changing the teacher's mindset to improve learning quality. The method used in this research is the interview and documentation method. In processing the research results using *Atlas. ti 8* software, the steps are to process the data obtained and then provide a code, classify the code that has been obtained according to the same meaning, then combine several concepts that have the sense to get a new idea. The results of this study are the principal in changing the mindset of teachers by carrying out teacher training and implementing teacher competency development and teachers improving the quality of learning by using learning technology, learning media, and learning evaluation.

**Keywords:** Principal, Vocational High School, Teacher, Mindset, Quality of learning

## INTRODUCTION

Education is something that is needed by the whole society. Education is an effort made by the community to develop their knowledge and skills. So education has an essential role in increasing the knowledge and skills possessed by the community. Things match Undang-Undang Republik Indonesia No. 20 Tahun 2003 Regarding the National Education System, it is stated that education is a conscious and planned effort to develop the potential and skills needed by the whole community. Education is one of the places used to create one's abilities to be better, but in its development, education also impacts the community's economy. However, in reality, not all of the graduates produced by the school can work entirely in their majors. Following what was stated by Pratiwi, (2015) argues that education is needed for humans to develop the potential that someone already has in living life. Based on some of the descriptions above, education in question is a formal institution, namely schools, so schools must be able to develop the potential possessed by the community and deliver them to work in their majors.

Educational institutions can realize some of the things mentioned above if they have a leader who can manage all existing resources properly. The principal has several competencies that can be applied to manage all these resources, which can be in the form of human resources or natural resources that exist in the school environment. This statement is in line with Permendiknas No.15, (2007), the Standards of Principals explains that one of the competencies that must be possessed is managerial competence, which includes planning, developing organizations, leading schools, managing change, developing, creating school culture and climate, managing teachers, and managing facilities infrastructure. According to Laili, (2015), Principals in managing schools apply several strategies to develop the quality of human resources, one of which is changing the mindset of teachers. By looking at the description, the principal must apply several strategies to improve the

quality of learning, namely by improving the quality of teachers by changing the mindset so that the learning process becomes more qualified and student competencies are as planned.

The mindset will affect a person in doing a job. A good mindset and wanting to grow will help someone develop the quality of their work. In connection with the learning process in schools, the air can affect how the material is delivered to students so that the expected quality of learning can be realized. This is following what was stated by Kodrat, (2019) that a change in mindset is an absolute requirement in an effort to provide quality education, with a change in mindset that will increase the competencies possessed by teachers so that the learning process becomes better. Furthermore, according to what was stated by Yusuf, (2019) technology used, it will improve the quality of learning carried out by teachers.

The quality of learning is closely related to the teacher as the spearhead who deals directly with students. Students can develop their competencies with guidance from the teacher, so the teacher must be able to guide and direct students to achieve the desired goals, namely having competence following the chosen major. This is in accordance with what was stated by Sastrawan, (2016) states that the teaching profession every day always deals directly with students; the teacher is one of the fundamental components in the learning process; In improving the quality of learning, the teacher has the function and role as a demonstrator, class manager, mediator, and facilitator so that teachers will be able to improve the quality of learning.

Sunaengsih, (2018) Stated that the learning media used in learning had a positive and significant effect on the quality of education. Based on some of these descriptions, the quality of learning is influenced by several factors, including the use of learning media and teachers who play a role in the learning process, so that teachers who carry out learning must be able to use media that are in accordance with the learning materials delivered, with appropriate delivery will improve the quality of learning is at school.

Based on some of the descriptions above, this study aims to determine the extent of the strategies adopted by school principals to change the teacher's mindset in implementing the learning process. A change in the teacher's mindset, it will have an impact on the quality of learning. Good quality learning will produce student output as expected and in accordance with the needs of the world of work or industry.

## METHOD

We use qualitative research methods in this study (Butina, 2015). This study was to determine the principal's strategy in changing the teacher's mindset on the quality of learning at the Muhammadiyah 1 Temon Vocational High School. The data collection technique in this study was by conducting in-depth individual interviews with the principal, vice-principal of curriculum, and documentation. The research variable is the principal's strategy in changing the teacher's mindset on the quality of learning at Muhammadiyah 1 Temon Middle School. After getting the research results based on interviews and documentation, processing the data with the help of Atlas.ti 8 software.

The first step is to enter a document in the form of a word that will be studied into the software. The second step is to process the document and provide some codes from the data analysis. The third step is to group several codes that have the same meaning and make groups of codes that have the same meaning, and the fourth step is to make several concept maps of the same meaning, and the last step is to combine several concept maps that have been made so that they become one concept map. And the next step after getting a concept map is discussing the concept map and then concluding.

## RESULT AND DISCUSSION

Based on the results of data analysis on all data from interviews and observations related to the principal's strategy to build a teacher's mindset so that they have a positive perspective on the importance of school quality, three main themes were found as

follows principal strategy, learning quality improvement process, and learning evaluation.

### 1. Principal's Strategy

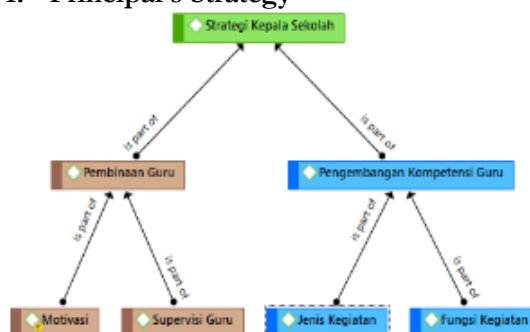


Figure 1. Principal's Strategy

The principal has confidence that the learning process will run well if it is supported by quality human resources. In this case, it is the teacher as the party who is directly related to the quality of learning, so the principal seeks to build school quality through the development of the teacher paradigm so that teachers have a positive view of the process of developing the quality of education. Efforts carried out by school principals include changing the mindset of teachers from the traditional view, being invited to a more growing and progressive view. This is in accordance with what was stated by Purnama, (2016) argues that a school principal must be able to manage all aspects of the school including existing human resources, especially teachers and management carried out by the principal including preparation, arrangement, direction and supervision so that learning is in accordance with the vision, mission and goals of the school. Furthermore, according to what was stated by Nural, (2019) argues that the principal plays a very important role in improving and motivating human resources so that learning runs effectively and conducive. Based on this description, the principal who leads the school must be able to manage human resources so that the learning carried out runs conductively in accordance with the vision, mission and goals of the school. This has been done well by the principal of the 1 temon vocational high school through various strategies.

Based on Figure 1. it is obtained data that the strategy implemented by the principal to

change the teacher's mindset to improve the quality of learning in schools is

#### a. Teacher Coaching

Coaching is one of the ways used by school principals to manage teachers. The guidance is carried out to improve teachers' learning so that their competencies improve. This is in accordance with what was stated by Abu, (2014) that the principal guides teachers by holding regular meetings, providing examples to teachers, and solving various problems that exist in schools appropriately. Furthermore, according to what was stated by Suhayati, (2013) One of the principal's strategies to supervise teachers is to guide teachers in the form of supervision activities; the supervision is used to see the teachers' performance in carrying out the learning process. Thus, the principal must carry out regular coaching to teachers so that the implementation of learning activities can run well and in accordance with the goals that have been set.

Based on the results of interviews that have been carried out, the guidance carried out by the principal at SMK Muhammadiyah 1 Temon provides several ways. This method is used to convey the training that will be carried out. The method implemented by the school principal is:

##### 1) Motivating teachers'

Motivating teachers' is one of the ways school principals motivate human resources in schools, especially teachers; teachers are directly related to students, so teachers must be encouraged to be enthusiastic in dealing with students and can condition the class well. This is in accordance with what was stated by Djafar, (2018) that the principal must provide motivation to teachers so that they can improve the quality of learning. Further stated by Elazhari, (2021) argues that the principal has an essential role in motivating teachers which will have an impact on improving teacher performance so that there is an increase in student learning outcomes. Based on some of these descriptions, it can be concluded that the principal has a role in providing motivation to teachers so that teachers who get motivated can improve performance and are able to improve the

quality of learning and improve student learning outcomes.

Based on the results of interviews with teachers, it is known that the ways used by school principals as an effort to raise the spirit and work motivation of teachers are by providing teaching examples that are in accordance with 21st-century skills. Sometimes school principals provide examples of learning through in-house training or sometimes also through the process of watching learning videos, then discussing together the advantages and disadvantages of learning videos. Furthermore, the teachers formulate things that will be used as a follow-up to this motivational activity.

##### 2) Academic supervision of teachers by the principal

Supervision is a method used by a principal to find out how far the teacher has mastered the competencies and how the teacher carries out learning in the classroom. In addition, the use of supervision can be used by school principals as a basis for providing some direction to teachers to improve their competencies. This is following what was stated by Suwartini, (2017) that the supervision carried out by the principal will affect the quality of education and the competence of teachers. Furthermore, as stated by Ginting, (2020) that the principal as an education supervisor who has the obligation to guide and foster teachers and education personnel related to the implementation of education and learning in schools, the supervision carried out by the principal is important and has an effect on improving the ability of teachers and the educational process in schools be good and of good quality. It can be concluded that supervision is a must to be carried out by school principals, the supervision held will improve the quality of competence possessed by teachers and can improve quality learning.

Based on the interviews conducted, it was found that the supervision carried out by the principal was by looking at the teachers who were carrying out theoretical learning and practical learning. By looking at the teacher's teaching, the principal can see the learning process from the start to the end of the teaching. The teacher's learning process can

give descriptions to the principal to provide direction and guidance to the teacher. The directives carried out by the head are carried out either together or alone in the room. It can be concluded that the principal's implementation of supervision is carried out directly by looking at the teacher who is carrying out the learning process and providing guidance to teachers in improving learning can be carried out together or individually in the room.

### 3) Teacher Competency Development

The second strategy carried out by the principal in building the teacher's mindset is to have a growth mindset; the principal carried out teacher competency development. The principal is aware that teacher competence has a direct or indirect influence on the quality of graduates (Enung Hasanah et al., 2022). The teacher competency development process is a process to improve their competencies. It can be used to improve the methods used in the implementation of the theoretical learning process and practical learning. Teachers who have carried out training will be different regarding their competence and ability to innovate in education. Improving teacher competence is very much pending because teachers are the main component in the learning process (E Hasanah et al., 2020). As stated by Pratama, (2020) argued that the training that had been followed by the teacher had an influence on the competence of the skills possessed, these competencies were more improved than before. Furthermore, according to what was stated by Rochayadi, (2014) that education and training is one way to improve the competence of teachers and become a solution for teachers whose competence is not yet maximized. It can be concluded that every teacher who has attended training or training will have a higher ability than teachers who have not attended training and teachers whose competence is still low must attend training to improve their abilities.

Based on the results of interviews conducted, that the principal provides flexibility for teachers to develop their competencies by participating in several trainings. The training can be in the form of teacher competency development training and

in the field of education. The training can be carried out either in government or private institutions. As with training, in the field of education can also be carried out in government and private agencies. Based on this description, it can be concluded that the principal provides opportunities for teachers to develop competence by attending training and continuing education.

### 4) Type of Activity

Activities that are followed by teachers in improving their competencies can be carried out in various types. These activities can be in the form of training (training), teacher professional development, continuing studies and so on. This is in accordance with what was stated by Ariyani, (2017) who stated that school principals have a responsibility to improve teacher competence by providing several opportunities to participate in training (training), participate in certification programs and continue their studies. Purwanti, (2014) argued that the principal has an important role in developing teacher competence by participating in several trainings. Based on some of these descriptions, it can be concluded that school principals have an important role in developing the competencies possessed by teachers and provide opportunities to participate in several activities related to teacher competency development.

Based on the results of research conducted that principal provide opportunities for teachers to develop their competencies by participating in training, both at school and outside of school. Activities carried out in schools are related to training in the manufacture of learning media, training in the use of technology used for learning, and training related to the application of industrial culture in schools. Furthermore, for training or training which is carried out outside of school, it is the implementation of training at the Daihatsu Training Center, Astra Honda Motor, Axioo and government and private agencies. In addition to training and education and training, school principals also provide opportunities for teachers to continue their studies at universities, both public and private. In addition, there are also teacher internship activities (Azis et al., 2020), that aim to



improve teacher competence through the process of working directly in the business world of the industrial world (Ellis & Childs, 2019). Based on some of the descriptions above, all the strategies implemented by the principal are to change the teacher's mindset in the learning process and deal with students. The mindset becomes the basis for a person to accept change. So that mindset becomes important to deal with changes in existing developments. Teachers who can change their mindset will find it easier to receive various information and can be used to develop their competencies so that they can practice the knowledge gained in the implementation of learning in schools. In addition, teachers will also be more creative than some teachers who have not been able to change their mindset. The creativity of teachers will be a determinant of the success or failure of education held in schools.

## 2. Learning Quality Improvement Practices



Figure 2. Learning Quality Improvement Practices

Learning carried out in schools must have good quality, this quality will describe the condition of the school in learning management. Learning management is important, because it can be a determinant in the success of the learning that is carried out. The quality of this learning is influenced by several influencing factors, the main determining factor is the teacher, the teacher who has innovation and creativity in learning, so that students who take part in learning do not feel bored. This is in accordance with what was stated by Rifandi, (2013) that the quality of learning carried out is influenced by several supporting factors, namely educators, media

and facilities used. Furthermore, according to what was stated by Setiawan, (2017) that the right strategy in the learning and assessment process can improve the quality of learning in schools. Thus the quality of learning is influenced by several supporting factors, both from the teacher in carrying out the learning process, the facilities used to support learning activities and the implementation of assessments that can be used to measure the quality of students.

Based on Figure 2 above, the strategy that has been carried out by the principal to change the mindset of teachers at SMK Muhammadiyah 1 Temon has an impact on the way teachers improve the quality of learning. Changes implemented by teachers in improving the quality of learning carried out are by using learning technology, learning media and learning evaluation.

### a) Learning Technologies

The current technological developments can be used by teachers to support the learning process. By looking at the condition of students in the learning process, the teacher can choose the right technology to be used. So that the selection of the right technology will make it easier for teachers to convey material to students. This is in accordance with what was stated by Widodo, (2015 : 2) that the teacher in carrying out learning must see the learning activities carried out by students to determine the appropriate learning design, the suitability of the selection of the learning design so that the expected goals can be achieved. Furthermore, as expressed by Rusydiyah, (2019 : 56) that the technology used has several roles, namely accelerating the stage of student learning, materials can be accessed quickly, students can learn independently, and the presentation of learning materials is wider. By looking at the description, the teacher must be able to determine the technology used to achieve the goals that were planned from the start and can help students learn easily so that the desired competencies can be achieved. Furthermore, based on the research results obtained that the use of technology used to support learning by utilizing the learning platform and using a simulator to facilitate the delivery of material

to students. The application of technology in learning has proven to be effective in helping students to more easily understand the essence of the subject matter (Supardi & Hasanah, 2020).

#### **b) Learning Platform**

The current learning platform can be used by teachers in supporting learning by looking at the functions and uses in learning. Teachers can take advantage of the platform according to their abilities and according to the school environment. This is in accordance with what was stated by Hakim, (2020) that in the selection of the platform used with several criteria, namely the application is easy to access, responds quickly, saves quota, has the capacity to carry out online learning directly for more than 100 people and is free of charge. Next based on Hartanto, (2016) argued that the use of e-learning has many benefits, namely without being limited by space and time; learning can be done independently; effectiveness in learning and delivery of materials; and accessible at any time. It can be concluded that the use of the learning platform used in learning must consider several existing aspects, both from the condition of the students themselves and the existing environmental conditions.

Based on the results of the research conducted, it was found that teachers in the use of learning platforms by utilizing various platforms, namely Google Classroom, Quisid and WhatsApp. The selection of several applications that are used by looking at the ability of teachers, student conditions and student environment. For a small number of teachers only use the WhatsApp application because it is easy to operate and most others use various learning platforms. The use of these varied platforms is intended so that students who take part in learning do not feel bored so that the material presented by the teacher can be absorbed by the students (Ilomäki & Lakkala, 2018).

#### **c) Simulator**

Simulator is a tool used to help teachers in learning, the tool is equipment that resembles the original form. The use of the simulator has various advantages, these advantages are that it can be used as an exercise before carrying out

learning by using real objects and it is easier to explain the concept of a material so that it is easier for students to understand the material presented. In accordance with what was stated by Santoso, (2018) that with the use of simulators can improve student learning outcomes with fairly good results. Furthermore, according to what was stated by Hartanto, (2018) that the simulator used in learning is a good learning model and can improve students' abilities. By looking at the description, the simulator is used as a tool in delivering learning material that can be used to simulate the original object and make it easier for students to understand the material and can improve the abilities possessed by students.

Based on the research results obtained, the simulator is used in practical learning. With the limited objects they have, the teacher takes advantage of the existing simulators to assist in the learning that is carried out. The simulator is a tool that is a replica of the original form and is a video display that can be moved manually. Simulators are also used by teachers before carrying out learning using real objects, the simulators are used to train students' understanding of learning using real equipment

#### **d. Learning Media**

Learning materials that will be delivered to students can be implemented in various ways, one of which is by using learning media. Interesting learning media will make it easier for students to accept the material presented by the teacher. In accordance with what was stated by Nurrita, (2019) that learning media has a function as one of the learning resources used by teachers to convey some information to students. Furthermore, according to what was stated by Tafonao, (2018) that learning media is one of the methods used by teachers to overcome various problems in carrying out learning and as an intermediary for teachers to convey the information conveyed. Based on this description, teachers can use learning media to assist in conveying a variety of information and overcoming problems related to delivering material to students.

Based on the results of the study obtained data that the teacher in carrying out the

learning process by utilizing various media that can support the delivery of material to students. In delivering the material to be delivered to students, the teacher chooses learning media that is in accordance with the planned learning. The use of learning media by paying attention to several aspects, both the availability of tools and adapted to the conditions of students. The type of media used is in accordance with the teacher's ability to master existing technology, mastery of this technology differs from one teacher to another. The types of learning media are visual media and motion audio visual media. The visual media used by the teacher are presentation files, pdf and images. While audio-visual motion media are videos related to learning both general subjects and vocational learning and simulation media related to vocational subjects only.

## 2. Learning Evaluation

The evaluation of learning conducted by the teacher is used to determine the extent to which students accept the material presented. With this evaluation, the teacher can determine the next step to improve the quality of material delivery and determine the right steps for choosing a learning method. This is in accordance with what was stated by Suardipa, (2020) that the evaluation of learning is used by the teacher to determine whether or not the learning is implemented and as a basis for innovation in updating the learning applied in the classroom such as materials, methods, media, learning resources and assessment systems. Furthermore, according to what was stated by Adea Wulan, (2018) suggested that learning evaluation is an instrument used by teachers to measure the success of the material that has been delivered in class. Based on this description, evaluation is a tool used by teachers to make changes in the better in the delivery of material and learning evaluation is a tool used by teachers to determine the level of completeness of the material that has been delivered by measuring students by giving test questions.

Based on the research, it shows that in the implementation of the learning evaluation carried out in several stages, the subject teacher carries out the taking of grades by

taking the days as planned and based on the schedule determined by the school. The implementation determined by the school is the implementation of daily tests, mid-semester tests, and end-of-semester tests. The teacher in carrying out the theory test has used various kinds, using Google forms, quizzes, and e-learning in schools. Furthermore, for the implementation of the final test, there are two types of tests, namely theory and practice. The theory test is carried out using Google forms, quizzes or using e-learning, while the practical test is carried out in collaboration with outside industries.

## CONCLUSION AND RECOMMENDATION

Based on the discussion results, it can be concluded that the strategy adopted by the principal in changing the teacher's mindset is to carry out teacher development and teacher competency development. The principal does coach by motivating teachers and carrying out supervision while developing the competencies possessed by teachers by providing several opportunities for teachers to take part in competency development training and continue their studies. The impact of the coaching and development of teacher competence is the change of teachers in implementing the learning process by using learning technology, learning media, and learning evaluation. By looking at the study results, a school principal has to change the teacher's mindset by carrying out regular coaching specifically to motivate and can bring in motivators. Furthermore, with the limitations of the research conducted, further researchers must change the teacher's mindset from a different point of view.

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