Headmaster's Strategy on Teacher Professional Competency to Improve the Quality of Education in SMK Negeri 2 Semarang

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Article Info	Abstract
	The purpose of this study was to find out how the principal's leadership strategy on the professional competence of teachers to improve the quality of education. This study also seeks to identify various obstacles faced in the professional competence of teachers as well as the professional competence of teachers that are suggested in the future in improving the quality of education. The object of this research is SMK Negeri 2 Semarang. While the subjects in this study are teachers, principals, and vice principals. The research method uses qualitative methods. The results of this research indicate that to improve the quality of education at SMKN 2 Semarang is divided into two strategic activities; The first is a formal strategy, namely teachers are assigned by institutions to attend education/training, either by the school itself or by educational/training institutions. The second is a non-formal strategy, namely the teacher for his desire and effort to train and develop himself related to his work or position such as discipline, discussion, and motivation. There are several obstacles faced in developing the professional competence of teachers to improve the quality of education at SMKN 2 Semarang, among others: the lack or limitation of IT mastery in schools and limited time, the lack of teacher creativity in the learning process in the classroom, and the lack of a collection of books or school facilities, and lack of scientific work made by the teacher.

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INTRODUCTION

Teachers are a profession, which means a position that requires special skills as a teacher and cannot be done by anyone outside of education. The duties of teachers as a profession include educating, teaching and training. Educating means continuing and developing the values of life. Teaching means continuing and developing science and technology, while training means developing skills in learners (Darmadi, 2016).

The tasks and roles of teachers from day to day are getting more challenging in the development of science and technology. According to Berliani (2017), in this case, the principal must have tricks to improve the professionalism of teachers in the school. As the main component in the world of education, teachers are required to compensate even beyond the development of science and technology that develops in the community. Teachers are expected to produce students who have high competence and are ready to face life challenges with confidence and high confidence now. In the future, schools (education) should create the quality of education, both scientifically (academically) and mentally.

The size of teacher professionalism is when students increase their learning passion, and learning outcomes increase if school discipline improves when the relationship between teachers, parents, and society becomes close. What is expected from the teacher is for the teacher himself to develop as a form or personification of several characteristics that describe the attitude and behavior of the teacher (Mitchell et al., 2017). Teachers have an integral role and function between educating, guiding, teaching, and training. These four abilities are integrative abilities, inseparable from each other In academic terminology, the understanding of educating, guiding, teaching, and training.

Based on the background description above, the problem that wants to be revealed is 1) What is the headmaster's leadership strategy in teacher professional competence to improve the quality of education at SMK Negeri 2 Semarang? 2) What are the obstacles faced in the professional competence of teachers to improve the quality of education in SMK Negeri 2 Semarang? 3) What are the professional competencies of teachers suggested in the future in improving the quality of education at SMK Negeri 2 Semarang?. The purpose of this research is 1) Knowing the leadership strategy of the principal in the professional competence of teachers to improve the quality of education at SMK Negeri 2 Semarang. 2) Knowing the obstacles faced in the professional competence of teachers to improve the quality of education in SMK Negeri 2 Semarang. 3) Professional competence of teachers suggested in the future to improve the quality of education in SMK Negeri 2 Semarang.

METHOD

This study uses a qualitative approach because it meets the characteristics of qualitative research: (1). The condition of natural research objects, (2). Research as the main instrument, (3) Descriptive, because the data is collected in words instead of numbers, (4). More concerned with the process than the results, (5). The collected data is processed in-depth (Sugiyono, 2018). Research is the subject from which the data is obtained. The data in this study is divided into two forms, namely primary and additional/supporting data that includes primary data taken directly from interviews, observations, and documents about predetermined informants. Secondary data used from various sources other than informants are taken from other sources in the form of documents, writings, photos, recordings, speech, or actions/attitudes related to the informant's source.

The subjects in this study, namely teachers, principals, and vice principals, while the person who provided information, namely the main data source, became the

source of informants in this study. Qualitative descriptive research, the required data must be in the form of words, notes/writings, recordings, pictures, and others. In addition, in this study, there is also a process of observation and understanding of cases or problems. The data collection in interviews to gather information statements to understand the attitude/actions that occur, and documentation in the form of writings, images, recordings, or photographs are useful for research

Data analysis in qualitative research is conducted during data collection and after the completion of data collection in a certain period. If the answers interviewed after being analyzed feel unsatisfactory, then the researchers will continue the question again, to some degree, obtained data that is considered credible. Sugiyono (2018). Activities in data analysis are data reduction, display data, and conclusion drawing/verification; below are explained activities in the investigation, as follows:

Data reduction selects the main things, focuses on the important things, can be concluded that the data that has been reduced will give a clearer picture and make it easier for researchers to do the next data collection.

Presentation of data (display data), display data is a way to present the data in detail and institutions after being analyzed into the prepared format. However, the data presented is still in a temporary form for the benefit of researchers to examine further carefully until obtained the degree of validity as a drawer of conclusions. If the consequences can not be drawn, findings, but the reduction is made again, do not even close the possibility of capturing new data.

In this method, the researcher will directly test the credibility of the data while collecting data. At the same time, the technique used is a triangulation of the source with the technique of re-examining the validity of data in a particular source, then comparing the data obtained through time and tools. First, comparing observation data with interview results. Second, compare what people say in public with what is said privately. Third, comparing the results of the interview with the contents of a document related to.

RESULTS AND DISCUSSIONS

Data Exposure

SMK Negeri 2 Semarang (formerly SMEA 1 Semarang) was established on June 26, 1951, based on the Decree of the Minister of Education and Culture No. 2881 / BIII / 51 under the name SMEA Semarang. It was first located on Pattimura Street Semarang, which is now occupied by SMP Negeri 6 Semarang. Based on the Circular letter of the Secretary-General of the Ministry of Education number: 41007/A.45/OT/1997 dated April 3, 1997, concerning the follow-up of the Minister of Education and Culture Number: 034.035 and 036 / O / 1997 concerning the Change of Junior High School Nomenclature to JSS, High School to High School and Vocational School to Vocational School, then SMEA 1 Semarang name changed to SMK Negeri 2 Semarang.

Based on the results of interviews conducted at SMKN 2 Semarang, there are various strategies of the principal in improving the professional competence of teachers. The strategy is divided into two activities, formal and informal. Mr. Drs. Suroyo state that:

> "In SMKN 2 Semarang, my strategy in improving the professional competence of teachers is divided into two activities, namely formal and non-formal activities. Formas such as in seminars, organizing, and others. So here I besides including the improvement of formal professional teachers, I also hold non-formal activities, among which I often hold sharing with him-he this, whenever they are free to come to my room to share. I also always motivate the Father / Mother of this teacher related to their professionalism; discipline is also always my example. from some of the

things I said above, there are still many other activities"

Based on an interview with the Principal of SMKN 2 Semarang Strategy conducted by the principal. There are formal strategies included courses and teacher training related to the development based on the results of interviews. Researchers have conducted at SMKN 2 Semarang, often include training, seminars, training, and MGMP to improve performance and insight. As stated by the headmaster:

"My strategy in improving the teacher's professional competence is that we often include this teacher for training, training, and seminars related to education in particular. And there has also been a studied appeal to other institutions to continuously improve the quality of education in vocational high schools (SMK)".

The statement is the same as that said by the vice principal in curriculum says, that:

"Here's the story, in training or seminars, the principal always who is here, followed by study appeal to other vocational schools also ever, especially concerning quality improvement issues. For example, in MGMP (Teacher's Deliberation of Subjects), all teachers attend at the level following the subjects that have been mastered in Semarang city".

Similarly, one of the teachers at SMKN 2 Semarang said that:

"Concerning the implementation of supervision, the seminar can be discussed, such as arranging the syllabus according to content standards. How to overcome disciplinary issues is a moral aspect of the school. How to cope with children who always make a fuss in class, etc. At the time of the seminar, the group listened to reports or ideas related to the educational problems of one of its members".

Teacher Professional Competency at SMKN 2 Semarang Competency of Teachers In-Service Education / In-Service Training. Professional competency teachers in SMKN 2 Semarang use in service education / in-service training explain that vocational and non-vocational teachers in the environment SMKN 2 Semarang who get a certain job, in that case, is a teacher, to get performance development.

The professional competence of teachers at SMKN 2 Semarang needs to be improved continuously; this is intended to keep pace with the increasingly advanced world of education. No end limit".

Education and training created an environment where teachers can acquire or learn specific attitudes, abilities, skills, knowledge, and behaviors related to their work. Planned and sustainable training programs should also be able to encourage teachers to improve and maintain their professionalism (Sitaasih, 2020). They ultimately will impact teacher performance, especially in terms of improving the quality of service to students.

In-Service training (in office) or during service, intended to continuously improve and develop knowledge, skills, attitudes, and discipline at SMKN 2 Semarang to effectively and effectively work/position. The government can hold the education and training programs formally in stewardship or workshops, either verbally or in writing. It can also be held informally by interested individuals or in groups.

The form of implementation of in-service training activities in SMKN 2 Semarang, according to the headmaster, is distinguished into two ways, namely: First, formal development: teachers are assigned by the institution to follow the education & training, both by the school institution itself and by the educational/training institution, because of the demands of the work for now or the future. Both developments are informal: the teacher trains and develops himself by studying literature books related to his work or position on his wishes and efforts (Astuti, 2017).

The steps taken at SMKN 2 Semarang in carrying out the training to run successfully are analyzing the training needs of the organization, determining the objectives and materials of the training

program, determining the training methods and learning principles used, evaluating the Principal Steps in Improving Professional Competency of SMKN 2 Semarang Teachers. In improving the professional competence of teachers, the headmaster must have a strategy for their leadership tasks to run smoothly.

Mr. Suroyo, the principal, is trying to work out how to make the teachers at SMKN 2 Semarang can improve professional competence, strategies are carried out, among others: Include teachers in The Education and Training Activities of Teachers (PPTG) and education personnel in general. This is intended so that teachers can respond to changes and demands of the development of science and technology and societal progress, including changes in the education and learning system micro (Taylor & Tayler, 2012). SMKN 2 Semarang often includes Teachers in training, seminars, training to improve performance, and insights about education. Implementation of stewardship and workshops to develop teachers' ability in carrying out the teaching and learning process.

A seminar is a series of studies attended by a group to discuss, discuss and debate a topic-related issue. Related to the implementation of supervision, this seminar can be discussed, such as how to arrange the syllabus according to content standards, overcome disciplinary issues as a moral aspect of the school, and cope with children who always make a fuss in class and others.

SMKN 2 Semarang teachers are required to follow the Teacher's Deliberation subjects and the KKG, a teacher organization formed to be a communication forum that aims to solve problems faced by teachers in the implementation of their daily duties in the field. The teacher is very grateful to the headmaster for the activities carried out, because it aims so that in the learning process is not hasty in teaching, so that students can master the material.

The obstacles faced by the principal in teacher competency development. The headmaster's strategy in the implementation of teacher competency improvement, the strategy carried out by the principal at SMKN 2 Semarang does not always run as expected, always experiencing obstacles, obstacles that occur based on interviews and observations, among others, there are constraints on competency development efforts lack or limitations of IT mastery in schools and time limitations (Andina, 2018).

From the results of interviews and observations conducted, the average teacher at SMKN 2 Semarang has paedagogic competence in the category of sufficient. The only dimension of paedagogic competence that can be categorized well is the utilization of information and communication technology in the learning process. Other demensi, which include: empowering the characteristics of students, mastery of theory and principles of learning, development of curriculum subjects mastered, implementation of educational learning, efforts to facilitate the development and actualization of various potentials (Hafid, 2017). Students have, effective communication skills, empathy and manners to all students, assessment and evaluation skills.

Based on research conducted in the field that as professionals, teachers are required to validate their knowledge, either through self-study or through coaching and development programs instituted by the government. Coaching is an effort to improve teacher professionalism that can be done through seminars, training, and education activities. The teacher development of SMKN 2 Semarang is done in terms of professional and career coaching. Coaching the teacher profession includes coaching academic competencies, personality competencies, professional competencies, and social competencies. Career coaching as referred to, includes assignments and promotions.

CONCLUSION

The leadership strategy steps of the principal in developing the professional competence of teachers to improve the quality of education in SMKN 2 Semarang are divided into two strategic activities; the first is a formal strategy that is the teacher is assigned by the institution following education /training, both by the school institution itself and by the educational/training institution, because of the demands of the job for now or the future such as the participation of courses, teacher training, seminars and MGMP programs. and non-formal strategies that are teachers on their wishes and efforts to train and develop themselves related to their work or position such as discipline, discussion, and motivation. There are some obstacles faced in developing professional competencies of teachers to improve the quality of education in SMKN 2 Semarang, among others: lack or limitations of IT mastery in schools and time limitations, lack of creativity of teachers in the learning process in the classroom, and lack of collection of books or school facilities, as well as lack of scientific work made by teachers.

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