

# **SCHOOL PRINCIPLE MANAGEMENT IN IMPROVING TEACHER COMPETENCE TOWARD STUDENTS' MORAL DEVELOPMENT AT SDIT AL-FADIYAH IN GOWA DISTRICT**

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**Abstract:** This research is about the principal's management in improving teacher competence regarding student moral development at SDIT Al-Fadiyah. This study aims to: 1) Develop managerial abilities of school principals in increasing teacher competence at SDIT Al-Fadiyah, 2) Developing forms of moral development at SDIT Al-Fadiyah in Gowa, 3) Understanding the principal's strategy for increasing teacher competence in developing participant morals studied at SDIT Al-Fadiyah.

This study uses a qualitative research approach, researchers use data collection analysis by observation, interviews, and documentation. The data sources for this study were school principals, deputy principals, teachers, student representatives and other information deemed necessary in this study. The data were analyzed by qualitative descriptive analysis relating to the Management of Principals in Improving Teacher Competence Against the Moral Development of Students at SDIT Al Fadiyah Gowa.

The results of the study are as follows: First: the managerial ability of the principal in improving teacher competence includes: planning, organizing, implementing,

supervising. Second: The form of moral development of students at SDIT Al-Fadiyah Gowa has been going well starting with the formulation of moral development goals, compiling moral development programs, using lecture methods, direct practice, discussions, exemplary and giving awards. Third: The principal's strategy in improving teacher competency in moral development includes: carrying out functional education and training, empowering KKG and carrying out teacher supervision.

**Keywords:** Management, Teacher Competence, Moral Development

## **INTRODUCTION**

Management is the human effort to grow and develop both physical and spiritual potentials in accordance with the values that exist in society and culture. Efforts are made to instill the values and norms, to pass on into the next generation to be developed in life and the ongoing process of education. Management is a process of planning, organizing, actuating and controlling within an organization and using resources to achieve the goals that already setting.

According to M. Thoha, (1995: 8). management is defined as "a process of achieving organizational goals through the performance of other people. Meanwhile, according to Martayo, (1980: 3) management is an effort to determine, interact and achieve various organizational goals through the implementation and implementation of the functions of planning, organizing, preparing personnel or staffing, direction, and leadership as well as supervision.

Basically, management activities within an organization are always intended to achieve the established goals effectively and efficiently. Therefore, management activities can be understood as a mutually beneficial cooperation (symbiosis-mutualism) between individuals or groups and specific resources, all directed towards achieving predetermined goals. That's why, the essence of managerial activities can only be carried out within an organization, like a business organization, social organization, educational institution, or others.

Based on the above opinions, it can be concluded that management is a way of carrying out work independently or in groups, including activities such as planning, implementing, organizing, directing, and evaluating an activity to achieve a predetermined goal.

Institutions that use the POAC theory, method of Planning, Organizing, Actuating, and Controlling, no matter how good, will need other supports if they are to succeed. These supports include good leadership from the leader, leadership authority, appropriate decision-making methods and delegation of authority. Without the aforementioned support, the smoothness of management tasks is likely to be difficult to achieve. The ability of a leader is crucial in motivating members, while delegation of authority is necessary to avoid hindrances and work delays.

Principal management is the planning, organizing, implementing and controlling of a school based on the vision and mission set together. Management with regard to school

empowerment is the right alternative in realizing an independent school and has a broader advantage in solving problems at school. Management can take place well if it is arranged systematically by starting with planning, organizing, actuating, controlling. The principal is one of the components of education that plays the biggest role in improving the quality of education. In PP No 28 of 1990 article 12 paragraph 1, it is stated that the principal is responsible for the organization of educational activities, school administration, coaching other education personnel, and utilization and maintenance of facilities and infrastructure. Principals must always strive to improve teacher competence, especially in the KBM process at school, in all fields of study, including teachers. To improve teacher competence, principals must build good communication. Because sometimes the teacher's programs that are very focused on the character and behavior of students often contradict the will of the principal personally. As a result, the teacher's programs do not receive either moral or material support. This condition continues until now.

Teacher competencies as stated in Law Number 14 of 2005 Teachers and Lecturers article 10 paragraph 1 are: 1) Pedagogic competence, 2) Personality competence, 3) Personal competence obtained through professional education and 4) Social competence. What is meant by Teacher Competence is the ability to manage student learning, personality competence is the ability to have a stable personality, have noble character, be wise and authoritative

and be a role model for students, while what is meant by professional competence is the ability to master subject matter broadly and deeply, and finally social competence is with students, fellow teachers, parents of students and the surrounding community, according to Law of the Republic of Indonesia No. 14 of 2005. (Bandung: Citra Umbral H.9).

The success of students' moral development is greatly influenced by the competence of teachers who will implement and actualize the teaching and learning process. The teacher's competence is mainly related to the knowledge and abilities as well as the duties entrusted to the teacher. It is not uncommon for the failure of students' achievements to be caused by the lack of knowledge, skills, and abilities of teachers in understanding the tasks they must carry out at school. This condition shows that the moral development of students lies in how it is implemented at school, especially in the classroom in learning activities which are the key to success.

## **RESEARCH METHODS**

In this study, the authors used a type of qualitative research with a descriptive approach, namely research that describes the state or status of phenomena. The situation in question is the situation in the field or research location. The object of study for this type of research is how is the management of the school principal improves teacher competency in the moral development of SDIT Al-Fadiyah Gowa students. Qualitative research is the focus of attention carried out by various methods including interpretive and

naturalistic approaches to the subject of study. It means that qualitative researchers strive to understand, interpret, and study phenomena within their natural contexts in order to obtain authentic data related to the comprehensive research being conducted. Therefore, qualitative research is oriented towards making accurate efforts to understand field phenomena.

## **DISCUSSION**

### **A. Principal Management at SDIT Al-Fadiyah Gowa**

Principal management at SDIT Al-Fadiyah Gowa uses the POAC theory method, namely Planning, Organizing, Actuating, and Controlling.

#### **a. Planning**

Planning is an essential requirement for any administrative activity, including educational administration. Without planning, the implementation of educational activities will face difficulties and even failure in achieving educational goals.

#### **b. Organizing**

SDIT Al-Fadiyah Gowa which has now become a pilot project for the independent curriculum, has a structured and organized school management. In the principal's duties, the principal is assisted by 2 vice principals and 2 walas coordinators in improving teacher performance.

#### **c. Actuating**

The management system that has been organized and structured by the school principal and the vice principals will

lead to the implementation of activities carried out by the school principal to achieve the targets of the school's quality improvement program.

d. Controlling

Principal Supervision in Improving Teachers' Pedagogical Competence In relation to improving teachers' ability to understand and meet the learning needs of students, principals have several monitoring or supervision activities for teacher performance as follows 1) Principal supervision of teachers' daily performance, in the process of controlling teacher performance on a daily basis, in addition to the principal and the head of curriculum who directly check the readiness of teachers in PBM, the principal also urges teachers to evaluate themselves in carrying out PBM. In principle, professional teachers can measure their performance individually whether it is in accordance with the standards or needs to be improved so that it is hoped that there will be progressivity from semester to the next semester.

## **B. Forms of Student Character Development at SDIT Al-Fadiyah Gowa**

Character is the nature or disposition of a person, which is the state of the soul already trained, qualities that give rise to actions are truly ingrained, making them easily and spontaneously performed without being consciously thought of or imagined.

Morals are very important to teach from an early age, because morals will bring good deeds or bad deeds. The good

or bad deeds that arise are influenced by of one's innate self and one's social environment, including the education one receives. As mentioned by the school of nativism, which argues that the formation of morals is influenced by internal factors namely the child's innate, and external factors namely education and coaching made specifically or through interaction in the social environment. The innate inclination towards goodness within human beings is nurtured intensively through various methods.

### **C. The Principal's Strategy for Teacher Competence in the Moral Development of Students at SDIT Al-Fadiyah Gowa**

The strategies employed by the school principal to improve teacher competency include expanding knowledge through participation in training sessions, workshops, various forms of professional development such as Collaborative Study Groups (KKG), School Management Improvement (IKM), School Operational Assistance (POPD), counseling sessions, briefings every morning for Quranic recitation and contemplation, as well as implementing methods to enhance teacher competence and character development. Additionally, weekly meetings are held to discuss administrative improvements, school program implementation, and other related matters as well as increasing and expanding knowledge by attending internal training, parenting or attending higher education.



## **Conclusion**

Based on the presentation of data and analysis that the researcher has outlined from the title "School Principal's Management in Enhancing Teacher Competence in Guiding the Morals of Students at SDIT Al-Fadiyah Gowa."

1. The school principal's management at SDIT Al-Fadiyah Gowa uses the POAC theory, which includes Planning, involving the development of instructional materials and the formulation of teacher competence improvement programs; Organizing, which entails identifying teacher qualifications and managing the implementation of teaching and learning activities, as well as teacher supervision; Actuating, where the school principal focuses on enhancing pedagogical, professional, personal, and social competencies; and Controlling, which involves the principal's supervision of teacher performance through Teacher Performance Appraisal (PKG) and Teacher Professional Development (PKB), as well as clinical supervision.
2. Forms of student moral development. To instill moral education in their students, the school implements various programs for student moral development, such as contemplating nature, staying overnight at the school, listening to religious lectures, Al-Fadiyah Islamic camp, three-language pledge, joyful Ramadan activities, contemplating the Quran, For Kids program, Prophetic traditions, Al-Fadiyah Islamic

Fair, school culture, and a moral assessment journal. To achieve the aforementioned programs, certain steps need to be taken.

3. The principal's strategy in improving teacher competence in moral coaching at SDIT al Fadiyah Gowa Regency is to carry out functional education and training for teachers to participate in training, workshops, trainings such as Teacher Working Group (KKG), School Quality Improvement (IKM), School-Based Management (POPD), Counseling, brifin every morning for improving reading the Al-Qur'an, tadabbur Al-Qur'an, and methods of improving teacher competence and moral coaching, weekly deliberations such as improving administrative management (ADM) and implementing school programs, empowering Teacher Working Group (KKG) and carrying out supervision for teachers regularly.

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