

Improvement of Headmaster Competency Through Strengthening Training

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Abstract— The main objective of this study is to obtain significant differences in the competence of school principals before and after participating in strengthening training. The method used in this research is descriptive method with a quantitative approach using ex post facto that explores an event that has afterward. The sample used was all school principals who had participated in strengthening training US many US 41 people at elementary schools in Cikancung District. the data technique used a questionnaire method and documentation study. The results of the calculation of the competence of school principals prior to strengthening training at SDs in the Cikancung sub-district was high. Then the competence of school principals after strengthening training in elementary schools in the Cikancung sub-district is very high. The lowest competence of school principals before and after strengthening training is entrepreneurship competency, the business unit sub-indicator, and the highest, entrepreneurship competence, the principal's duties and responsibilities sub-indicator.

Keywords— Competence, Principals, Strengthening Training.

INTRODUCTION

Changes longer marked by the abundance of natural wealth, but by the superiority of Human Resources (HR) which is positively correlated with the quality of education [22]. Education is the main factor in the formation of human resources that play a major role in the process of development and development of the nation and state. As in Law Number 20 of 2003 concerning the National Education System [9] which states that: "Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and the skills needed by themselves, society, nation and state."

Within the scope of education according to Law Number 20 of 2003 concerning the National Education System article 23 Educational resources are everything that is used in the implementation of education which includes educational staff, community, funds, facilities

and infrastructure. As for Article 5 of Law Number 20 of 2003 concerning the National Education System, it is stated that educational staff are members of the community who are devoted to themselves and are appointed to support the implementation of education. According to the National Education Standards Agency, education staff includes school/madrasah principals, education unit supervisors, administration staff, library staff, laboratory staff, technicians, study group managers, tutors, and cleaning staff.

Schools as formal institutions that carry out the educational process require good and professional management so that the goals of education are achieved [8]. All components of education, namely teaching and educational staff, students, curriculum, facilities, finance, public relations, organization, and management need to be developed optimally so as to support the achievement of educational goals [16]. The principal is a very important educational leader because the principal is directly related to the implementation of educational programs in schools [11]. The achievement of educational goals is highly dependent on the skills and competence of the school principal [13]. Principals as a part of educational resources always need to improve the quality of competence to support the achievement of quality education in schools [5].

Educational leadership is basically almost the same as leadership in other fields, but the difference is the field of work and its purpose. Educational leadership is carried out at educational institutions, with the aim of influencing all school members to carry out their duties and work properly and correctly in accordance with their respective responsibilities; which ultimately aims to develop all the potential possessed by students. Leadership applies in all areas of the organisation; education is no exception. Educational leadership is leadership that takes place in an educational situation or environment; which means that educational leadership should display educational

leadership characteristics [6]. Educational leadership as an ability and process of influencing, coordinating, and mobilising other people or groups that are related to the development of science and the implementation of education and teaching is so that the activities carried out can be more effective and efficient in achieving the goals of education and teaching. This was confirmed by [6] who argued that the word education behind the word leadership should also show the special traits or characteristics of leadership that are educative and seductive, not coercive or repressing in any form. Educational leadership is the action or behavior between individuals and groups that causes them to move towards the achievement of educational goals. Based on this description it can be concluded that educational leadership is all activities that attempt to influence others, both individuals and groups of people, in the educational environment or situation so that they are willing and willing to voluntarily jointly achieve the stated educational goals [2].

The very rapid development of science and technology demands school principals who have strong competence [7]. Entering the industrial era 4.0, innovation is the main key that is expected from school principals in forming students with 21st century competencies who are able to think critically, creatively, collaboratively, and communicatively [18]. In an effort to realize this, schools as learning centers require principals who are visionary and have superior capabilities in governance, accountability and public image because school principals have a very important and strategic role in supporting education [4]. The success of a school principal in improving the quality of education is inseparable from his competence and ability to carry out his duties, roles and functions as a school principal [19]. As stated in the Regulation of the Minister of National Education Number 13 of 2007 concerning Standards for School/Madrasah Principals, that a school principal is expected to have personality, managerial, entrepreneurial, supervisory, and social competencies.

Implementation of RI Minister of National Education No. 13 of 2007 concerning School Principal Standards are not free from problems. This is shown by the results of research by [20] namely the results of the competency test conducted by the Ministry of National Education based on the Minister of National Education of the Republic of Indonesia No. 13 of 2007, out of 250 thousand school principals in Indonesia, 70% are incompetent. Based on the results of the competency test, almost all school principals are weak in the areas of supervisory and managerial competence. This is a problem for school principals to fulfill these competencies.

Based on the results of the Principal Competency Test (UKKS) conducted in 2015, the following results were obtained; a) the highest average score is 55.90 and; b) the lowest average value is 45.92. As for the average value of each dimension (UKKS) as follows; a) learning leadership: 43.96; entrepreneurship : 48.52; managerial :48.87; supervision : 36.45; and school development efforts: 47.67. For a) head level: SMA 51.75; b) head of SMK: 50.67; c) the head of the junior high school: 50.26 and the head of SD : 44.43. If we look at the educational qualifications as follows a) school principal qualification of S3: 54.85; b) school principal qualification S2: 51.60; c) school principal qualification S1: 45.85 and d) school principal qualification under S1 or D4 : 37.67. Based on this, it is known that ongoing efforts are still needed to improve mastery of the competence of school principals who are still lacking so that all principals have high mastery of competence [3].

An alternative solution for school principals who have not met the competency competencies is through education and training [21]. Gradually and continuously the competence of school principals must be improved through education and training to strengthen school principals. The obligation of prospective school principal teachers to take part in Education and Training for Principal Candidates before serving as Principal has been regulated since 2010 through the Minister of National Education Regulation Number 28 of 2010 concerning Assignment of Teachers as School/Madrasah Principals Article 6 [15]. In fact, there are still many school principals who have now held their positions without going through the education and training of prospective school principals. This is not in accordance with the regulations that have been stipulated in the Regulation of the Minister of National Education Number 28 of 2010 and actually does not meet the requirements to become a school principal. In order to comply with these regulations, the government has issued Regulation of the Minister of Education and Culture Number 6 of 2018 concerning Assignment of Teachers as School Principals in article 21 letter E [10] school principals who are currently serving as referred to in letter A who do not yet have a certificate of completion of education and training for prospective school principals as referred to in Article 8 paragraph (7), are required to attend and pass education and training to strengthen the Principal.

Based on a preliminary study by the authors, the average principal in the Cikancung district rarely held meetings with school personnel to discuss school progress, especially discussing improving teacher performance both with regard to programs, implementation and achievements regarding the implementation of supervision. This causes teachers to be less serious in

preparing Lesson Implementation Plans and there are even teachers who are not ready to prepare Lesson Implementation Plans in the middle of the semester and teachers rarely establish relationships with school principals. Based on the problems that have been raised, a study is needed to see how reinforcement training makes positive changes to the competence of school principals.

METHODOLOGY

This Research using a quantitative approach is included in the category of ex post facto research design, often referred to as after the fact. That is, research conducted after an incident occurred. The ex post facto research method was carried out to describe changes in the competency conditions of school principals before and after strengthening training in elementary schools throughout the Cikancung District, Bandung Regency, West Java Province. The problems studied are known descriptions of the competency conditions of school principals and descriptions of efforts to increase the competence of school principals. If sufficient data has been obtained, then an analysis of changes in the competency of principals of elementary schools in the Cikancung District is carried out before and after conducting training.

The research population is all elementary school principals in the Cikancung District. The total population is 42 school principals. The sampling technique that will be used in this study uses purposive sampling, which is a sampling technique with certain considerations. The research sample consisted of 41 elementary school principals in the Cikancung District who had attended strengthening training.

The questionnaire used is a competency questionnaire for school principals based on the Minister of National Education of the Republic of Indonesia Number 13 of 2007 consisting of managerial competencies, entrepreneurial competencies, and supervision competencies.

The formulation of the research hypothesis is based on the formulation of the problem, theoretical studies and previous research. The hypothesis proposed is as follows.

Ho: there is no increase in the competence of school principals between before and after the training.

Hi: there is an increase in the competence of school principals between before and after the training

Data selection As an initial step in the analysis of research data, the data that has been collected from respondents will then be selected to ensure that the data is correct collected is suitable for further processing.

Calculating the general tendency of school principals' competency scores before and after strengthening training using the Weight Means Score (WMS) technique. After

obtaining ordinal data on each variable through the clarification that was done before. Then the raw score is calculated by the general trend using the Weight Means Score (WMS) technique to determine the position of each item and describe the state of conformity with the criteria or benchmarks that have been determined for each variable. The Weight Means Score (WMS) formula is as follows:

$$\bar{x} = \frac{\sum x}{n}$$

criteria for each item by using the consultation table of the results of the calculation of the Weight Means Score (WMS) as follows

Table 1
Consultation of WMS Calculation Results

Value Range	Information	Alternative Answers
4,01 - 5,00	Very high	Very Capable
3,01 - 4,00	High	Capable
2,01 - 3,00	Currently	Less Fortunate
1,01 - 2,00	Low	Not Capable
0,01 - 1,00	Very Low	Very Incapable

Paired Sample t-test

The paired sample t-test is one of the test methods used to assess the effectiveness of the treatment, marked by a difference in the average before and after the treatment is given. The basis for making a decision to accept or reject Ho in this test is as follows.

FINDING AND DISCUSSION

Description of Principal Competency Before Reinforcement Training

Based on the calculation of the average general tendency test or Weight Means Score (WMS) for the competency of school principals before strengthening training at SDs in the Cikancung District, it has a score of 3.53. If it is consulted in table 1, it can be concluded that in general the competence of school principals before strengthening training is categorized as high.

Description of Principal Competency After Strengthening Training

Based on the calculation of the average general tendency test or Weight Means Score (WMS) for the competency of school principals after training in SDs throughout the Cikancung District, it has a score of 4.41. When referring to table 1, it can be concluded that in general the competence of school principals before training is categorized as very high.

Data processing

Based on the data processing, it is known that the results of data processing are as follows.

Table II. Paired Samples Statistics

Paired Samples Statistics					
		Mean	N	Std. Deviaton	Std. Error Mean
Pair 1	BEFORE STRENGTHENING TRAINING	125,7073	41	15,45031	2,41293
	AFTER STRENGTHENING TRAINING	158,2683	41	12,44392	1,94341

The results in the table show that the average number (mean) of Principal Competence before and after attending strengthening training. Before participating in strengthening training, the number of 41 school principals was 125.7073, while after being given strengthening training it was 158.2683

Tabel 3.
Paired Samples Correlation

Paired Samples Correlations				
Pair		\sqrt{N}	Correlation	Sig.
1	BEFORE STRENGTHENING TRAINING And AFTER STRENGTHENING TRAINING	41	0,556	0,000160

The results in the table show that the correlation between the competency values of school principals before strengthening training and after strengthening training is 0.556 with sig 0.000160.

Table 4.
Paired Samples Test

Paired Samples Test				
	Paired Differences			

Pair 1	BEFORE STRENGTHENING TRAINING AFTER STRENGTHENING TRAININGDIK	Mean	Std. Deviation	Error Mean	Interval of the		t	df	Sig. (2-tailed)
		-32,56098	13,40718	2,09385	Lower	Upper			
					-36,79280	-28,32915	-15,551	40	0,000

The results in the table are known to be the results of the t test, it is known that the value of t = -15.551.

Hypothesis testing is done by comparing the calculated t value with the t table value, to see the t table is based on the degrees of freedom (dk) which is n-1. So that dk = 41-1 with an error rate of 0.05 on the two-party test obtained a t table score of 2.021

It is known that the value of t count is greater than t table (15.551 > 2.021) so it is concluded that there is a significant difference in the competence of school principals before attending strengthening training and after attending strengthening training. This shows the hypothesis (Hi) is accepted.

Discussion

Description of the Competency of Elementary School Principals in the Cikancung District

Based on the results of the calculation of the average general tendency test or Weight Means Score (WMS), the general tendency of respondents' answers for competency of school principals before strengthening training at SDs throughout the Cikancung District is in the high category. Meanwhile, the general trend of respondents' answers for the competency of school principals prior to strengthening training at SDs throughout the Cikancung District was in the very high category. This means that there is an increase in the competence of school principals between before and after strengthening training.

Competence is a set of knowledge and skills that must be mastered by individuals in carrying out their duties to be authorized and responsible. According to [23] the competency of the school principal is the ability or skill shown by the principal in facilitating school development, assisting, fostering, ensuring that organizational management and operation of school resources, working with stakeholders, setting an example (exemplary) of integrity, understanding, responding to, and influencing the wider political, social, economic and cultural environment. Principal competence is a number of abilities that must be possessed by a school principal. This ability can be seen or seen after being actualized in the attitude and behavior of the principal.

a) Managerial

Based on the results of the calculation of the average general tendency test or Weight Means Score (WMS), the general tendency of respondents' answers about the managerial competence of school principals before strengthening training was in the high category. Then the general trend of respondents' answers about the managerial competence of school principals after strengthening training is in the very high category. This means that there is an increase in the managerial competence of school principals between before and after strengthening training. Furthermore, this indicator is described through sub-indicators as follows.

According to [1] Managerial competence can be interpreted as the ability to manage resources through planning, organizing, directing, and monitoring activities to achieve organizational goals effectively and efficiently.

b) Entrepreneurship

Based on the results of the calculation of the average general tendency test or the Weight Means Score (WMS), the general tendency of respondents' answers about the entrepreneurial competence of school principals prior to strengthening training was in the high category. Then the general trend of respondents' answers about the entrepreneurial competence of school principals after strengthening training is in the very high category. This means that there is an increase in the managerial competence of school principals between before and after strengthening training. In the entrepreneurial competence of school principals through education and training the aim is to develop the potential of existing resources in schools for example teachers, students, finance, infrastructure, and the industrial world.

According to [17] the characteristics of the entrepreneurial spirit of school principals: innovative, courage to take risks, enthusiasm, integrity, superior culture, forward thinking, awareness of time and means, planning and financing are integrated into entrepreneurship education. Principals need to create programs involving parents of students so that they can be linked to the context of everyday life, thus learning with an entrepreneurial perspective is not only at the cognitive level, but touches on internalization and real experiences in the daily lives of students in the community.

c) Supervision

Based on the results of the calculation of the average general tendency test or the Weight Means Score (WMS), the general tendency of respondents' answers about the competency of supervising school principals before strengthening training and education is in the high

category. Then the general trend of respondents' answers regarding the competence of school principal supervision after strengthening training is in the very high category. This means that there is an increase in the managerial competence of school principals between before and after strengthening training. The principal supervises the teacher, there must be instruments, cycles and plans. When the teaching and learning process improves and is good, it really depends on the learning leadership of the principal. So that the principal improves student learning orientation through the teacher.

Description of Principal Competency Improvement Through Strengthening Training in Elementary Schools in the Cikancung District

Based on the results of the calculation of the average general tendency test or Weight Means Score (WMS), the respondent's answer for the competency of the principal before strengthening training has a score of 3.53. Based on this, it can be concluded that in general the competence of school principals before strengthening training is categorized as high. Meanwhile, the respondent's answer for the competency of school principals after strengthening training has a score of 4.41. Based on this, it can be concluded that in general the competence of school principals after training is categorized as very high.

Based on this, there are significant differences in the competence of school principals between before and after strengthening training. This is in accordance with the objectives of strengthening training, namely to deepen the ability of school principals to lead and manage their education units, and to have performance as school principals for all school members and to develop attitudes, knowledge, and skills in the competency dimensions of personality, managerial, entrepreneurship, supervision, and social.

This is in accordance with Murtiningsih's research [14] which states that there is a significant effect of madrasah principal strengthening training on the managerial competency of madrasah principals in Madiun Regency. Then Marsidin research [12] on managerial competence and school principal supervision is very important. One way to improve managerial competence and teacher supervision is by coaching, training and workshops. The workshops, training and hands-on coaching provided provide knowledge and understanding for classroom management and conducting supervision programs. In the process of the workshop, there was a very developed discussion regarding problems in school management. This activity provides enlightenment for school principals.

Then the results of the training on increasing the competence of participants from learning activities,

assignments and presentations. The conclusion that can be conveyed is the management of education and training to strengthen school principals to improve the competence of school principals from the aspects of planning, implementation, evaluation and results prioritizing achievement indicators that have been determined by LPPKS by presenting participants who have the same background.

CONCLUSION AND RECOMMENDATION

Based on the analysis of research results regarding the competency of elementary school heads in the Cikancung District, the conclusions are as follows.

The competency of school principals prior to strengthening training at SDs in the Cikancung sub-district is high. Then the competency of school principals after strengthening training in elementary schools in the Cikancung sub-district is very high. The lowest competence of school principals before and after strengthening training is entrepreneurship competency, the business unit sub-indicator, and the highest, entrepreneurship competency, the principal's duties and responsibilities sub-indicator.

Based on the results of data analysis and the findings in the previous chapter, it shows that there was an increase in the competency of school principals between before and after strengthening training, this is evidenced by the t count being greater than t table ($15.551 > 2.021$) before and after strengthening training. Then there are significant differences in the competence of school principals between before and after strengthening training. This is in accordance with the objectives of strengthening training, namely developing attitudes, knowledge, and skills in the dimensions of personality, managerial, entrepreneurial, supervision, and social competencies.

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