

## The Role Of Transformational Leadership In Developing Teacher Pedagogic Competence In XYZ School North Jakarta

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### Abstrak

Kepala sekolah memiliki peran penting untuk terlaksananya sebuah pendidikan yang bermutu dalam sebuah sekolah. Hal ini dikarenakan kepala sekolah menjadi pemimpin tertinggi dan memiliki tanggung jawab dalam kualitas pembelajaran dan perkembangan kompetensi guru di sekolah. Akan tetapi, kondisi tersebut belum terlaksana dengan baik di sekolah XYZ Jakarta Utara. Para guru hanya berfokus kepada pengajaran mereka yang berpusat pada guru dan belum maksimal dalam mengembangkan kompetensi pedagogik mereka. Metode yang digunakan dalam penelitian ini adalah penelitian kualitatif studi kasus. Tempat penelitian dilakukan di Sekolah XYZ Jakarta Utara. Hasil penelitian menunjukkan bahwa peran kepala sekolah dalam melakukan sebuah perubahan sangat mereka harapkan. Kepala sekolah beserta segenap pimpinan sekolah perlu mengupayakan peningkatan kompetensi pedagogik guru supaya dapat mempersiapkan peserta didik dalam menghadapi perkembangan ilmu pengetahuan.

**Kata kunci:** Guru, Pedagogik, Kepemimpinan.

### Abstract

*The principal has an important role for the implementation of a quality education in a school. This is because the principal is the highest leader and has responsibility for the quality of learning and the development of teacher competence in schools. However, this condition has not been implemented properly at XYZ North Jakarta school. North Jakarta XYZ School teachers have not been optimal in carrying out their teaching duties. Teachers only focus on their teacher-centered teaching and have not maximized their pedagogic competency development. The method used in this research is a case study qualitative research. The location of the research was carried out at XYZ School, North Jakarta. The results of the study show that the role of the principal in carrying out a change is what they really hope for. The school principal and all school leaders need to strive to increase the pedagogic competence of teachers so that they can prepare students to face the development of science.*

**Keywords:** Teacher, Pedagogic, Leadership.

### INTRODUCTION

Education is an action that is carried out with awareness and preparation to produce an active learning condition, able to encourage students to be actively involved, and develop each of their potential and have strength in the field of spirituality, about themselves, socially in the community, and even the country (Dwianti, et al., 2021, 675).

A supervised/controlled class will provide a conducive learning atmosphere that can help each student get many things in their learning (Macur 2020, 983). This education will be carried out optimally if every teacher has an awareness of the needs of special education for every student in school. The ability of teachers to teach with awareness of providing maximum teaching and education to students cannot be separated from the transformational leadership factor of the school principal. The transformational leadership of school principals has an important role for

the implementation of a quality education process in schools because the principal is the highest leader who is responsible for improving the quality of learning and the quality of teacher competence in schools.

The problem found is that the principal as the highest leader of the school has not yet developed a transformational leadership role to be able to facilitate teachers, so that teachers can develop teacher pedagogic competencies more optimally. Principals have not maximally shown transformational leadership, including: acting as charismatic leaders, leaders who have clear and reliable goals, leaders who are able to communicate with teachers about the goals of the learning process in schools, leaders who can increase teacher motivation, and leaders who can create a mutually supportive work climate, and leaders who inspire teachers to strive to achieve the school's vision and mission.

Hence, there should be an evaluation carried out by the school, specifically by the school principal. This is because the principal is the highest leader in the school and it is his responsibility to pay attention to the development of the quality of learning and the competence of every teacher in the school. Principals should be able to show transformational leadership in coordinating the optimal functioning of the school's learning, financial and information systems. Transformational leadership of school principals can help teachers carry out their teaching responsibilities to the fullest and encourage teachers to develop pedagogical competencies, one of the important competencies that a teacher should have in carrying out his responsibilities in the classroom (Sugiyarta, et al., 2020, 215).

Therefore, with dynamic teacher conditions in teaching experience it is necessary to have a teacher competency development program specifically in pedagogy so that a teacher can carry out his duties and responsibilities better. Teacher competence is needed to maximize the learning process in schools and help students receive the material being taught. The development of pedagogic competence greatly influences the quality of education or learning in schools. Complex learning is needed to develop teaching skills. The process of implementing learning really requires the involvement of the school principal so that the learning process prioritizes pedagogical competence. The success of a student's learning is a reflection of the success of a teacher in having high competence in learning (Istiqomah, et al., 2019, 2).

The principal has the responsibility to understand the characteristics/traits of each of his teachers and try to understand the phenomena that occur in his environment, so as to be able to improve a series of working relationships with subordinates in an effort to improve the quality of education. This is also directly proportional to the data obtained from teachers who have teaching experience of more than eleven years at the school that there is a need to redevelop the above aspects so that what is known is the latest information about pedagogic competence and professionalism as a teacher. This is important to give to all teachers because of the very rapid development of the education industry in today's digital era. Professional development for teachers is not only about participating in the training process or professional seminars but rather direct learning experiences with students and other colleagues. The competence of a teacher has experienced an expansion in connection with studies of changes in the world of education, development of teacher education, and scientific results from education and other fields. Schools should review teacher competencies according to educational developments that have occurred (Selvi 2010, 167-168).

The quality of learning in the classroom, apart from being related to the pedagogical competence of teachers, is also related to teaching materials. Teaching materials are information that is used in the learning process to help students achieve educational goals and follow the learning process, given in various forms, including: explanations of stories (oral), books (written), visuals (pictures), audio (sounds), audio visual, and language. Schools through the transformational leadership role of school principals need to develop teacher pedagogical competencies in preparing teaching materials and creating learning designs that are in accordance with the expected curriculum context so that learning objectives can be clearly seen, measurable, and achieved.

## METHOD

In this study the writer will use qualitative research methods. Jane Richie, as quoted by Moleong (2014, 6) states that qualitative research is an attempt to present the social world and its perspectives in the world in terms of concepts, behaviour, perceptions, and issues about the human being studied. Qualitative research (qualitative research) is research aimed at describing and analysing phenomena, events, social activities, attitudes, beliefs, perceptions, and thoughts of people individually and in groups (Ghony & Almanshur 2012, 89). According to (Rahmat 2009, 8) there are several characteristics of qualitative research namely, (a) data is collected from natural or original conditions, (b) researchers are the main research tool for collecting data, (c) research results are not in the form of numbers but words or images, (d) more concerned with process than results, (e) using the triangulation method, (f) taking and selecting samples according to research objectives, (g) data analysis carried out since the beginning of the study, (h) theory concluded from research results .

The type of qualitative research that will be used in this study is a case study. Yin in Creswell and Poth (2018, p. 96) states that case study research involves a study of a case (or several) in real life. Stake in Creswell and Poth also adds that case study research is not just a methodology, but about what will be chosen to study. Stake in Creswell (2014, p. 43) also explains that the case study is an inquiry-based design that requires researchers to analyse a case which can be in the form of programs, activities, events, and processes within a group of individuals. The case under discussion must be limited by time and activity within the group of individuals, and the researcher must collect information using various data collection procedures over the time period under study. The focus of this research is the influence of teacher competence through the leadership role of the school principal. This was found by researchers as a problem that needs to be analysed and resolved at XYZ North Jakarta school.

The research was conducted at XYZ North Jakarta school which is located in DKI Jakarta province. This research will involve students, teachers and principals as research subjects. The researcher will focus on 16 subjects as a whole, namely one school principal, five subject teachers, and ten students. This is because the total number of active teachers at the school is less than ten people. The research will be carried out for one to three months, starting from February until April 2023. Within a period of about three months, researchers will collect data, analyse data and review any findings from the research. In this research, researchers used coding. The coding theory used is the coding theory put forward by Strauss and Corbin (1990), namely open coding, axial coding, and selective coding. Coding is data analysis that is processed as data is broken down, conceptualized and put back together in new ways. This is the central process by which theories are built from data (Strauss and Corbin 1990, 57).

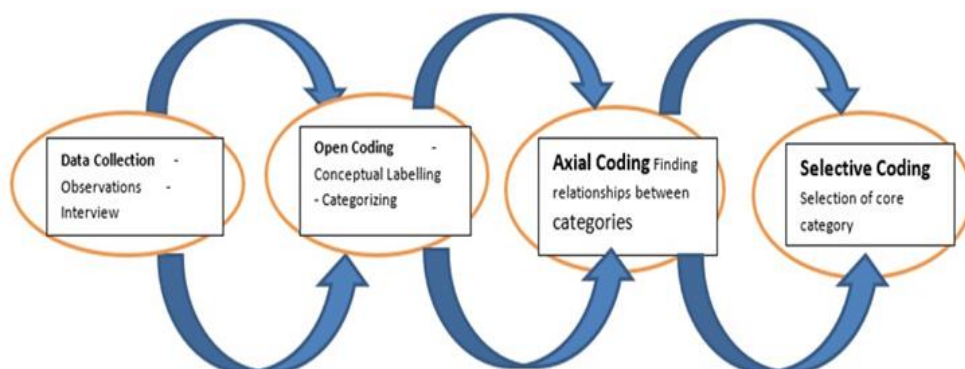


Figure 1. Coding Process

After the researcher collected data using questionnaires and interviews, the researcher started the coding process according to the picture. The entire interview process was recorded and copied in typed hardcopy. All verbatims are made according to authentic data. Then, the verbatim enters into open coding which will be continued with conceptual labeling and categorizing. After that, all verbatims are included in the categories, so the researcher will begin to proceed to the Axial coding section, which is to start to find the relationship between each category. After all categories are found to be related, the researcher proceeds to the selective coding section.

The stages of data analysis carried out by researchers refer to Sugiyono (2013, 244) that there are three stages, namely (1) data reduction is an activity carried out to summarize, determine the main things, concentrate/focus on important things, remove parts that do not support/ need. The aim is to help researchers to easily understand the data obtained during the research process, (2) presenting data means presenting data in the form of tables, graphs, charts, and the like so that a pattern is visible and helps in understanding the data easily, (3) data verification means drawing a conclusion and verification of the data that has been obtained by researchers. The steps that must be taken in analysing the data are preparing the data to be analysed, then analysing the data, concluding the meaning of the data collected then presenting the data and ending with making an interpretation of the meaning of the data. Then, in this research, the researcher used coding.

## **RESULTS AND DISCUSSION**

The results of the research and discussion regarding the role of school principals in understanding teacher pedagogic competence, transformation of teacher competency improvement, transformation of curriculum implementation, and transformation of learning quality. These four sections are found by using the steps of analysing and interpreting the data.

### **Understanding of Teacher Pedagogic Competence**

Teachers realize how important teacher pedagogical competence is in teaching and learning activities. They also realize that the rapid development of technology makes them to learn even more so they can provide maximum lessons in class. The interviewees above admitted that they had tried to provide the best teaching to their students at XYZ North Jakarta school. Furthermore, based on the results of interviews with the informants, the principal, the researcher found that the informants understood the importance of teacher pedagogic competence as an educator.

### **Efforts to Improve Teacher Pedagogic Competence**

Teachers are expected to be more creative in conveying learning in the classroom. They also expect the presence of the teacher, interaction with the teacher, the concern and patience of the teachers in educating them in the classroom. The interviewees expected to receive interesting and fun learning in the classroom. Then, teachers realize how important efforts to improve teacher pedagogic competence are. They also realize that the rapid development of technology makes them to learn even more so they can provide maximum lessons in class. The interviewees hoped to be supported by school principals and to be able to carry out transformations to support them further. Furthermore, based on the results of interviews with the informants, the principal of the school, the researchers found that the informants understood the importance of the teacher's pedagogical competence as an educator.

### **Application of the Curriculum**

The teacher is expected to be clearer in providing meaningful explanations and assignments in the classroom. The informants hoped that teachers could teach according to the curriculum standards set by the school. During the author's observation, the writer found that several teachers did not apply clear material standards in their subjects. The students were also found to not have the same standard of books. Based on teacher interviews, information was found that teachers had tried to implement the curriculum standards set by

the school. They also realize that learning resources from other sources such as the internet and sharing experiences from fellow teachers are important things for them to do.

### Quality of learning

Teachers must be able to carry out assessments of processes and learning outcomes on an ongoing basis. The teacher evaluates the effectiveness of the process and learning outcomes and uses the information from the results of the assessment and evaluation to design remedial and enrichment programs. Teachers are able to use the results of assessment analysis in the learning process. Teachers are also expected to be able to continue to introspect themselves on the learning and services provided. All of the explanations above also confirm Northouse's theory (2019, 270-272) which states that teachers expect leaders who have charisma. Teachers also expect leaders to be able to communicate the goals and expectations expected of teachers to higher leadership so that they can increase the motivation of followers to work together to carry out their roles in the organization. Leaders are also expected to carry out stimulations that encourage the creativity of their followers and support followers to be able to continue to innovate. This is expected to create a work climate where followers feel supported and cared for. Learning in every subject that occurs in schools is educational teaching that is taught to students which includes the realm of knowledge (cognitive), behaviour, attitudes, moral values, and ethics (affective), and life skills or various kinds of actions (psychomotor). Subject teachers who master the domains of knowledge, attitudes, moral values, ethics, and life skills are teachers who have complete and integrative competence which includes aspects of knowledge, behaviour and skills. It is important for subject teachers to have pedagogical competence because teachers are educators who fulfil the appropriateness of teaching so that they are able to educate (pass on and develop life values), are able to teach (continue and develop science and technology), and are able to train (develop skills).

### CONCLUSION

Teacher pedagogic competence at XYZ North Jakarta School already has special standards, that teachers who teach must already have pedagogic competence, with a bachelor of education background. The role of teachers and principals is a very important unit. The school principal as the supreme leader of the school is expected to be able to develop a transformational leadership role to be able to facilitate teachers, so that teachers can develop teacher pedagogical competencies more optimally. Principals can also motivate teachers, so that teachers can renew themselves in developing the pedagogic competencies they already have through various kinds of training/seminars related to the development of pedagogic competencies so that teaching and learning activities can run optimally at school.

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