

THE SCHOOL PRINCIPAL'S EFFORTS IN IMPROVING TEACHERS' PERSONALITY COMPETENCIES AT AL FUTUUH PURWAKARTA

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ABSTRAK

Penelitian ini bertujuan untuk menginvestigasi pola manajemen kepala sekolah dalam meningkatkan kompetensi kepribadian guru di Al Futuuh Purwakarta dengan menggunakan pendekatan kualitatif. Data penelitian ini diperoleh dari beberapa sumber informasi, terutama Kepala Sekolah di Al Futuuh Purwakarta. Hasil penelitian menunjukkan bahwa pola manajemen kepala sekolah untuk meningkatkan kompetensi kepribadian guru di Al Futuuh Purwakarta melibatkan langkah-langkah seperti perencanaan program peningkatan kompetensi kepribadian guru, pelaksanaan program tersebut, dan evaluasi hasilnya. Peningkatan ini dilakukan karena guru dianggap sebagai contoh yang harus diikuti oleh peserta didik, oleh karena itu, penting bagi guru untuk memiliki kepribadian yang baik sebagai pendidik. Dalam upaya meningkatkan kompetensi kepribadian guru di Al Futuuh Purwakarta, kepala sekolah menerapkan nilai-nilai Islami yang bersumber pada Al-Qur'an dan sunnah. Setelah program peningkatan kompetensi kepribadian guru diimplementasikan, kepala sekolah melakukan evaluasi untuk mengevaluasi apakah terjadi peningkatan kompetensi kepribadian guru di Al Futuuh Purwakarta. Evaluasi ini juga bertujuan untuk memberikan saran dan motivasi kepada guru agar mereka terus meningkatkan kualitas kepribadian mereka.

Kata Kunci : Pola Manajemen, Kepala Sekolah, Kompetensi Kepribadian Guru

ABSTRACT

This research aims to investigate the management patterns of school principals in improving the personality competence of teachers at Al Futuuh Purwakarta using a qualitative approach. This research data was obtained from several sources of information, especially the Principal at Al Futuuh Purwakarta. The results of the research show that the school principal's management pattern to improve teacher personality competency at Al Futuuh Purwakarta involves steps such as planning a program to increase teacher personality competency, implementing the program, and evaluating the results. This increase was made because teachers are considered as examples that students must follow, therefore, it is important for teachers to have a good personality as educators. In an effort to improve the personality competence of teachers at Al Futuuh Purwakarta, the school principal applies Islamic values based on the Al-Qur'an and Sunnah. After the teacher personality competency improvement program was

implemented, the principal conducted an evaluation to evaluate whether there was an increase in teacher personality competency at Al Futuuh Purwakarta. This evaluation also aims to provide suggestions and motivation to teachers so that they continue to improve the quality of their personality.

Keywords: *Management Patterns, School Principals, Teacher Personality Competencies*

INTRODUCTION

According to WJS Poerwadarminto, etymologically a school principal is a teacher who leads a school (Kompri, 2017). So, in terms of terminology, it can be understood that the principal is a functional teacher who is given the additional task of leading an educational institution in which the learning process is carried out. In improving the quality of education, the head of the institution must place teachers according to their functions and duties. Providing facilities and infrastructure to develop potential. This is in line with what Wahyosumidjo said, that the word school principal consists of two key words, namely head and school. Head means chairman or leader in an organization or institution. Meanwhile, a school is an institution where students receive and give lessons. Meanwhile, in terms of terminology, a school principal can be interpreted as a functional teacher who is given the task of leading a school where the teaching and learning process is held, or where interaction occurs between teachers who give lessons and students who receive lessons (Anam & Malikkhah, 2020).

The principal's leadership plays an important role in school development. The school principal's leadership spirit is at stake in the process of developing teachers, administrative employees and other school employees. As a leader, he must know and understand all things related to school administration and the potential of his teachers, so that communication with teachers and school employees will help his performance, especially to solve the problems faced by the school he leads.

Apart from the role of the principal in improving teacher personality competence, teachers also have an obligation to improve their personality competence. According to E. Mulyasa, teachers are educators, who become figures, role models and identification for students and their environment. Therefore, teachers must have certain personal quality standards, which include responsibility,

authority, independence and discipline (Anam & Malikkhah, 2020). Competencies possessed by teachers are defined as possession, mastery, skills and abilities required by one's position, so a teacher must master teacher competencies, so that he can carry out his professional authority. Nurul Anam and Moh, Rofid Fikroni explained that if teacher competence is contextualized in the Prophet Muhammad as an educator, then there are several competencies or mandatory characteristics that the Prophet Muhammad possessed, namely the competence of shidiq (honest), amanah (trusted), tabligh (convey) and fathonah (intelligent) (Anam & Malikkhah, 2020).

In the Minister of National Education Regulation Number 16 of 2007 concerning Academic Qualification Standards and Elementary/MI Teacher Competencies, there are indicators of personality competencies that teachers must have, namely as follows:

1. Act in accordance with Indonesian religious, legal, social and national cultural norms.
 - a. Respect students regardless of their beliefs, ethnicity, customs, region of origin and gender.
 - b. Act in accordance with religious norms adhered to, laws and social norms that apply in society, as well as Indonesia's diverse national culture.
2. Present oneself as a person who is honest, has noble character, and is an example for students and society.
 - a. Behave honestly, firmly and humanely.
 - b. Behave that reflects piety and noble morals.
 - c. Behave that can be emulated by students and members of the surrounding community.
3. Present yourself as a steady, stable, mature, wise and authoritative person.
 - a. Present yourself as a person that steady and stable.
 - b. Present themselves as a mature person, wise, and authoritative.
4. Demonstrates work ethic, high responsibility, pride in being a teacher, and self-confidence.
 - a. Shows the work ethic and high responsibility.
 - b. Proud to be a teacher and believe in yourself.
 - c. Work independently professionally.

5. Uphold the code of ethics of the teaching profession.
 - a. Understand the teacher professional code of ethics.
 - b. Implement the teacher professional code of ethics.
 - c. Behave in accordance with the teacher's code of ethics.

Al Futuuh Purwakarta is an educational institution that has good quality in Al Qur'an reading education. This institution is in great demand by the public, when conducting observations it was found that there were several teachers who had not demonstrated good personality competence, for example giving inappropriate punishments to students, teachers not being open and cooperative in class discussions or there still being teachers' emotional involvement in the learning process.

This has an impact on students regarding the learning process, for example students look stiff when studying and the classroom atmosphere does not fully show an active and fun atmosphere. Based on this, the researcher is interested in exploring further regarding the Principal's Efforts to Improve Teacher Personality Competence at the Al Futuuh Purwakarta.

The approach to conducting research regarding School Principals' efforts to improve Teacher Personal Competence uses qualitative research methods. Researchers use qualitative research methods due to the nature of the descriptive qualitative approach and tend to use analysis (Ramdhan, 2021).

Additionally, researchQualitative is a research and understanding process based on a methodology that investigates a social phenomenon and human problem. In this approach, researchers create a complex picture, examine words, detailed reports from respondents' views, and conduct studies in natural situations.

The resource persons in this research were the principal, assistant principal and teachers. Data sources used in research consist of:

1. Primary sources of information, viz. The main sources were obtained directly in writing, namely: the principal, deputy principal and teachers.
2. Resourcessecondary, namely: Sources of information in this case, information from documents, including: Principal's Annual Program, School Profile, Teacher Information, Student Information, School Textbooks, Educational Calendar,

Teacher and Teacher Work Schedules, Principal's Agenda Book.

In this research, data collection techniques were carried out using several methods, including:

1. Observation Techniques

Nasutin said that perception is all knowledge. Scientists can only work on the basis of data, that is, on the basis of facts they obtain through observation. Data is collected, often with the help of a variety of sophisticated tools, so that very small or distant objects can be clearly identified. Observation techniques are used to find out directly how the principal's strategy is in improving teacher personality competence.

2. Interview Techniques

The interview techniques used by the author are structured and unstructured interviews. The information obtained from the interviews is related to the principal's strategy in improving teacher personality competence. In the interview, several questions are asked which have previously been arranged in such a way. In this interview, the interview subject is the principal and a group of teachers to confirm the answers. The instruments used in this interview were an interview guide, stationery and camera (HP).

3. Documentation Study

Documentation is data collection that uses documents as a research source. Guba and Lincoln define documents as follows: Documents are written or filmed materials submitted at the request of an investigator. Documents used as sources of information include school profile records, teacher and employee attendance records, teacher or employee daily strike books, school year programs, school principal agendas, school organizational structures, teacher and faculty organizational structures, and archives or documents. related research. Data collection procedures using a documentary survey were used to complete the data obtained for this research. The data collection procedure was carried out in the stages of display, data classification, data reduction, data summarization. Our research data analysis uses time triangulation, by conducting multiple interviews to ensure data from sources is consistent and valid.

DISCUSSION

1. Planning a Teacher Personal Competency Improvement Program

Planning is the first process that is carried out when you want to do work, both in the form of a framework of thought and in the form of a framework that is prepared systematically so that the goals to be achieved get maximum results. According to (Aswaruddin, 2021), planning is done by making targets that will be achieved or achieved in the future in the form of the direction to be aimed at, the actions to be taken, the resources to be processed and the techniques/methods chosen to be used. In improving the personality competence of teachers at the Al Futuuh Purwakarta Institute, the head of the institution did several things in planning it. As the results of interviews and observations have been carried out, there are several plans carried out by the school principal, namely:

- a) Analyzing teacher development in teaching,
- b) Arrange what programs will be carried out for teachers
- c) Hold a meeting with teachers to convey the program that will be carried out by the school principal regarding improving the personality competence of teachers at the Rumah Tahsin Al Futuuh Institute, Purwakarta.

In carry outright meeting with all teachers At the Al Futuuh Purwakarta, there are several procedures carried out, namely:

- a) Fill out the attendance list stating that the teacher approves of the program that the school principal will carry out to improve personality competence;
- b) The Head of the Institution conveyed important things related to increasing teacher personality competence
- c) Providing opportunities for teachers to convey their criticism and suggestions regarding the program that will be carried out by the head of the institution to improve the personality competence of teachers at the Al Futuuh Institute, Purwakarta.

2. Implementation of the Teacher Personal Competency Improvement Program

After planning is carried out, it will continue with carrying out activities to implement/execute a plan or what is known as mobilization. According to (Rahmah et al., n.d.) mobilization is the implementation of planning and organization where

all components in one system and one organization work together in accordance with their respective fields to be able to realize the goals.

In implementing the teacher personality competency improvement program at the Al Futuuh Institute, Purwakarta, what the head of the institution does is carry out basic training for teachers to improve their personality competency. In conducting teacher personality competency training, the head of the Institute urges teachers to have characteristics that are based on the Al-Qur'an and Sunnah.

School is an institution designed to teach students under the supervision of teachers. In this case, teachers are required to be good role models for their students. Personality competency is the main thing that teachers must have, therefore the principal at Al Futuuh Purwakarta Institute does several things to improve the teacher's personality competency. What the school principal does is provide services in the form of guidance, direction and motivation to teachers so that they can improve discipline in teaching, convey knowledge with sincerity and love to students, be professionally responsible, be objective, be able to manage themselves according to the conditions of the school environment, and motivate teachers to become human resources who are faithful and devout.

3. Evaluation of the Teacher Personal Competency Improvement Program

Evaluation in a management context is a process to ensure that the activities carried out are in accordance with previous plans or not. According to Ahmad Sabri quoted by (Idrus, 2019) evaluation can be interpreted as a systematic process for determining the value of something (provisions, activities, decisions, performance, processes, people, objects and others) based on certain criteria through assessment.

The principal at the Al Futuuh Purwakarta Institute conducts evaluations once a month, as for what is done in evaluating the teacher personality competency improvement program, namely conducting direct class visits by providing assessment questionnaires to teachers, conducting direct questions and answers to teachers and discussing to teachers about what obstacles arise when carrying out the teaching and learning process. After the principal conducts a direct class visit to see the teacher's performance in teaching, the principal then recapitulates the data obtained from the teacher work assessment questionnaire. In this case, the principal makes a final report regarding the teacher's personality competency while teaching

in class. From the results of the final report, the principal provided information to the teachers through direct meetings and provided suggestions and motivation so that the teachers could work professionally.

CONCLUSION

The school principal's management pattern in improving teacher personality competency at the Al Futuuh Institute, Purwakarta, is by planning a program to increase teacher personality competency, implementing a program to increase teacher personality competency and evaluating the program to increase teacher personality competency at the Al Futuuh Institute, Purwakarta. This increase in teacher personality competence is carried out because teachers are role models for their students, therefore teachers must have a good personality as educators. In improving the personality competence of teachers at the Al Futuuh Purwakarta Institute, the head of the institution applies Islamic values sourced from the Al-Qur'an and the Sunnah. After implementing the program to increase teacher personality competency, the head of the institution then carried out an evaluation to review or confirm whether the personality competency of teachers at the Al Futuuh Purwakarta Institute had increased or not and provided suggestions and motivation to teachers.

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