

The Principal Leadership in Developing Teacher Resources at Public Elementary School Paringin 1 and Public Elementary School Paringin 2 Balangan



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ABSTRACT: This research was intended to describe the leadership of the principal in developing teacher resources. This study was qualitative research and employed a phenomenological approach. This research was conducted at two public elementary schools in Balangan Regency. Principals and instructors have been identified as Key Informants through the use of purposive sampling. Interviewing, observation, and documenting are techniques for collecting data. Validity of data is determined by triangulating data through engineering triangulation and peer review triangulation. The data collected was analyzed by using interactive analysis of the Huberman model, which comprises of data gathering, data display, data reduction, and verification/inference. According to the findings of the study, the leadership model utilized in the development of teacher resources is a democratic and transformational leadership model structured through supervision, in-house training, and involvement in external training.

KEYWORDS: leadership models, development, teacher resources

I. INTRODUCTION

Education is an intentional endeavor aiming to accomplish predetermined objectives. Education attempts to enhance human resources through the school-based learning process. In order to improve the quality of educational resources, teachers are the elements of human resources that must be consistently cultivated and improved. Education must be continuously enhanced, and educational institutions have a significant and weighty obligation and duty to prepare the quality of students (Martini et al., 2022). Leadership refers to an applied branch of the social sciences since its ideas and formulations are supposed to improve the well-being of individuals. According to their individual perspectives, specialists have proposed numerous definitions; these definitions reveal the existence of some similarities. Leadership in an organization is a factor that impacts the accomplishment or failure of the organization since organizational leadership is deemed successful if the organization's management is performed successfully (Karyadi et al., 2022).

The principle is an educational leader who plays a significant role in improving the school's teacher resources. Therefore, he must be persuaded that the members of his school require high standards, expectations, and performance. In addition, he must ensure that the school's vision emphasizes the excellent quality of instruction (Rusadi et al., 2022). School leaders, as leaders of educational organizations in schools, must have the ability to organize good leadership by generating innovative and constructive ideas for the advancement of the organization they lead. Principals are not given a time limit for completing duties, yet some schools require their principals to have extensive experience. Thus, the school in which they lead can progress and generate high-quality work. Nevertheless, there are other schools with school leaders whose relatively limited work experience that are seen less effective at coordinating, leading, and organizing the complete school apparatus (Normianti & Aslamiah, 2019).

The leadership model is a behavioral model that the leader continually implements through others by demonstrating positive behavior in front of others. The adopted leadership styles consist of a blend of low-level democracy, change, and authoritarian leadership, which greatly dominates teacher performance. A leader's leadership model determines the civilization of educational institutions. One of the leadership approaches able to adapt to changing circumstances is the transformative leadership model (Rizkie et al., 2022). Elementary School is one of the institutions that is adaptable to changes and new advancements. To address this, a leader who is capable of overcoming obstacles, innovative, and adaptable is required. To improve the quality of education, a leader or principal who can innovate by focusing on the needs of the community and the evolution of the times is required (Priatna & Sukanto, 2013). Leadership is essential to the success of the principal in carrying out his responsibilities. The efficacy of the management of the school's field and coaching activities is contingent upon the effectiveness of the school's personal work. The effectiveness of individual work is determined by the principal's leadership. If the principal is capable to take action, mentoring and directing the personnel effectively will bring the school organization to its highest level of achievement (Saleh et al., 2022).

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The teacher is the most important aspect of the education system as a whole and should receive primary and foremost focus. This number will always be a strategic focal point when discussing education concerns, as teachers are integral to every aspect of the school system. Teachers have a crucial role in the evolution of formal education, particularly in schools. Teachers also play a significant role in determining the performance of students, especially in terms of the teaching and learning process. Teachers have the greatest impact on the development of quality educational processes and outcomes. Consequently, any efforts to increase the quality of education will be ineffective without the backing of competent and professional teachers. In other words, the enhancement of the quality of education must be predicated on and directed toward the teacher. This demonstrates that the teacher's performance cannot be considered good. In order to produce an effective and high-quality learning environment, it is vital to increase a teacher's capabilities, skills, and their entire set of competences. In reality, however, many principals have been unable to build a suitable work environment, and this has an immediate impact on the deterioration in teacher performance (Norbaiti et al., 2022).

The methods, forms, strategies, and strategic efforts are required in order to produce excellent, professional, and highly devoted teacher resources in educational institutions. This is to combat the persistent reduction in the quality of teacher resources, which has been one of education's issues. The decline will have consequences for the quality of education in schools. To answer the aforementioned question, the researcher conducted research on the leadership of the principal in developing the quality of teacher resources in educational institutions. For this study, the researcher chose Public Elementary School Paringin 1 and Public Elementary School Paringin 2 Balangan as research setting.

II. METHODOLOGY

This study was a qualitative study employing a phenomenological approach and a multi-site methodology at Public Elementary School Paringin 1 and Public Elementary School Paringin 2 in Balangan Regency. This study employed its own instruments. Techniques for gathering information were interviews, observations, and documentation. Triangulating data by engineering triangulation and source triangulation ensures data validity. Data analysis utilized an interactive study of the Huberman model, which includes data collecting, data display, data reduction, and verification/knotability.

Principals and teachers have been identified as Key Informants through the use of purposive sampling. This study's instruments contained the principal's leadership model, encompassing vision and mission clarity, communication skills, engagement, supervision, sanctions, and strategies. The principal's leadership comprises strategic planning and strategy implementation, elements supporting and impeding the principal's leadership to improve teacher resources.

III. RESEARCH RESULTS AND DISCUSSION

The findings of the study on Public Elementary School Paringin 1 and Public Elementary School Paringin 2 regarding the principal's leadership model in developing teacher resources are described as below:

A. The principal's leadership model in developing teacher resources.

The findings of the study revealed that teachers were involved in the formation of the principal's vision and mission, and that the vision and mission were communicated to teachers so they could be understood by all school inhabitants. A principal's effective communication skills contribute to the successful development of teacher resources. The successful development of teacher resources was bolstered by the principal's participation in the teachers' activities. Principals use supervision to determine which elements of teacher resources require improvement. Sanctions and punishments are not an effective technique for implementing teacher resource development; therefore, they do not contribute to its success.

In carrying out his leadership and developing teacher resources, the principal of Public Elementary School Paringin 1 is guided by a clear vision and mission that is communicated and socialized not only to teachers, but to all school residents. In addition, teachers are involved in the formulation of the vision and mission. The principal maintains consistent communication with subordinates through weekly, monthly, and semesterly meetings. It is supported by the implementation of supervision as a type of direct supervision carried out by the principal in order to determine the aspects of teacher resources that need to be improved and to evaluate teacher performance. Additionally, the interview indicated that the principal never issued fines or punishments, merely reprimands. On the basis of the aforementioned data, it can be inferred that the Public Elementary School 1 Paringin principal's leadership strategy for creating teacher resources is a democratic leadership model.

Transformational leadership is exemplified by a leader who inspires and motivates employees to fulfill obligations that go beyond their personal interests for the organization's benefit. When it comes to problem-solving, transformational leadership can alter the mentality of people from an old way of thinking to a new way of thinking. Moreover, leaders can make employees content to work and can boost staff morale.

The principal of Public Elementary School Paringin 2 in carrying out his leadership and in developing teacher resources accompanied by a clear vision and mission that is conveyed and socialized by displaying the vision and mission in front of the principal's office, in addition to the formulation of the vision and mission also involves the teachers. The principal always

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communicates with subordinates through group communication, namely deliberation in meetings, and personal communication, namely personal communication with teachers. In carrying out its leadership, it is supported by the implementation of supervision as a form of direct supervision carried out by the principal in order to find out the aspects that need to be developed from teacher resources and evaluate teacher performance. The interview also revealed that the principal never gave sanctions or punishments but only reprimands. Based on the findings above, it can be assumed that the principal's leadership model in developing teacher resources at Public Elementary School 2 Paringin is a transformational leadership model.

Involving teachers in the formulation of the vision and mission, Public Elementary School Paringin 2 principal's leadership and development of teacher resources are accompanied by a clear vision and mission that is communicated and socialized by displaying the vision and mission in front of the principal's office. The principal constantly communicates with subordinates through group communication, i.e., debate in meetings, and individual communication, i.e., individual conversation with teachers. It is supported by the application of supervision as a type of direct supervision carried out by the principal in order to determine the aspects of teacher resources that are required to be improved and to evaluate teacher performance. Furthermore, the interview indicated that the principal never issued fines or punishments, merely reprimands. On the basis of the aforementioned facts, it can be concluded that Public Elementary School 2 Paringin principal's leadership approach for improving teacher resources is a transformational leadership model.

Normaini et al. (2022) demonstrates that the efficiency and efficacy of a principal's examination are crucial to a school's performance. In an endeavor to educate the life of the nation, schools are charged with coordinating the educational process and teaching and learning process. As the person charged with directing the school, the principle is accountable for the achievement of school objectives. The principal is supposed to be a school leader; therefore, the principal's leadership characteristics are crucial to the success of the school.

B. The principal's leadership strategy in developing teacher resources.

Academic monitoring, teacher coaching, and teacher participation in teacher development programs can contribute to the success of the principal's strategy for enhancing teacher resources. The deployment of teacher resource development initiatives will be successful if they are implemented frequently and in the closest location to the school.

The findings of the study showed that during the quality report card analysis meeting, Public Elementary School Paringin 1 did indeed have a strategy for developing teacher resources. The principal and teachers then met separately to discuss ideas for developing teacher resources. The principal's strategy include supervision, IHT, and sending teachers to various trainings, webinars, and workshops. In the meantime, planning to improve the professional competence of teachers at Public Elementary School Paringin 2 commences with the implementation of the principal's strategy, namely academic supervision accompanied by coaching. This is followed by the inclusion of teachers in a development program in the form of IHT, which is conducted annually at the start of the school year and involves all school residents, including principals, teachers, and school administration personnel.

The findings of the study indicated that Public Elementary School Paringin 1 had a strategy for developing teacher resources during the quality report card analysis meeting. The separate meeting between principal and teachers was held to discuss strategies for developing teacher resources. The principal's strategy include supervision, In-House Training (IHT), and sending teachers to various trainings, webinars, workshops, and Bimtek. In the meanwhile, the plan of the teachers' professional competence improvement at Public Elementary School Paringin 2 started with the application of the principal's strategy, namely academic supervision accompanied by coaching. This is followed by the involvement of teachers in an improvement program in the form of IHT. All school residents, including principals, teachers, and school administration personnel participated in this annual program which was held at every beginning of the school year.

This study's findings support the notion that the planning strategy for teacher competency development is a vital component of the overall college development program. The program's success will impact the quality of the college as a whole. These programs must be implemented consistently and persistently in order to produce really qualified professors and promote the advancement of higher education. On this basis, the improvement of the quality of higher education required the professional development of teachers (Imron et al., 2019).

According to Martini et al. (2022), a teacher's professionalism is reflected in the way he or she treats his or her colleagues. Based on the teacher's code of ethics, teachers must keep professional relationships, family values, and social disputes. In other words, teachers are necessitated to maintain relationships with other teachers both inside and outside of the classroom. If the teacher keeps communicate and involve with students, this indicates compliance with the teacher's code of conduct and can be classified as disciplinary action. The teacher's professionalism is shown in the teacher's treatment of students. Devoted teachers help students to become whole Indonesians who embody the Pancasila spirit. Furthermore, the notion of teachers who must assist students includes not only teaching and learning, but also educating and guiding students by focusing on each student's character.

If academic supervision, teacher coaching, and teacher engagement in teacher development programs are implemented, the principal's strategy to improve the professional competence of teachers can be successful. The plan to increase the professional

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competence of teachers will be beneficial if it is supported by the participation of all school residents, including principals, teachers, and personnel from the school administration. The deployment of measures to enhance the professional competence of teachers can be successful when they are implemented frequently and in close proximity to the school.

According to Novita et al. (2022), teacher professionalism is an essential factor in determining the quality of the teaching and learning process. Nonetheless, there are still a significant number of teachers whose professionalism falls short of expectations. There is an effect of transformational leadership, school atmosphere, work motivation, and teacher professionalism on professionalism based on an input-process-output perspective.

Specifically, the Human Resources Development Agency for Education and Culture and Education Quality Assurance set the following objectives for maintainable professional development activities (1) Enhance teacher competence in order to meet the competency standards established by applicable laws and regulations, (2) Enhance the learning process for students by improving the abilities of teachers to suit their evolving requirements in science, technology, and the arts (3) Boost teachers' dedication to performing their primary responsibilities and roles as professionals (4) Build a sense of affection and pride for the teaching profession (5) Raise the image, respect, and respectability of teachers in society (6) Support the career development of teachers (7) Promoting of class for the incentives for professional teachers (8) Motivate the teachers highly to achieve the top rank of civil servant as the Main Educator which is classified in IV/E group (Priatna & Sukanto, 2013)

Sustainable professional development will be attained best if performed as effectively as feasible and in compliance with existing legislation. Alternatively, if the execution is inadequate, the intended outcomes will not be achieved. The teacher resource development strategy is executed using two indicators, namely the deployment of teacher professional competency enhancement programs and efforts or programs implemented. The deployment of the teacher professional competency enhancement program at Public Elementary School Paringin 1 and Public Elementary School Paringin 2 can be attributed to IHT and external training, whether online or offline. Priority is given to IHT and external training within the overall curriculum. Principals, supervisors, and instructors who had received training served as resource persons for these events.

Programs for enhancing the professional competencies of teachers will be beneficial when they are implemented offline and online. When more schools join in the development program, the success of enhancing the professional competence of teachers increases. According to Permendiknas Number 35 of 2010, self-development is an endeavor to enhance self-professionalism in order to acquire skills in line with laws and regulations or national education policies, as well as the advancement of science, technology, and the arts. Participating in functional training and teacher collective activities are the two components of this self-improvement activity.

Functional training can take the shape of courses, training, upgrading, and a variety of different training formats (Priatna & Sukanto, 2013). The management of teachers who engage in functional training activities is determined by the principal or other institutions. Numerous functional education and training patterns in the teacher performance evaluation system can be clarified as part of the PKB. The training is intended, among other things, to enhance the competence and performance of substandard teachers in order to sustain and develop the competence and performance of teachers as standard or above, and provide a form of activity to fulfill the credit score for promotion or functional positions and career development of teachers. Hairiyati et al. (2022) suggested that the efforts made by the school manager in this instance the principle in enhancing teacher performance, teachers' work happiness in schools is primarily controlled by the principal's managerial actions in motivating, encouraging them to be active in all work in the school, supporting the establishment of a healthy organizational culture behavior, and developing a collaborative commitment that will further enhance the performance and work satisfaction of the teachers.

The principal must be capable of academic supervision in terms of planning, implementing, monitoring, and following up, to ensure that all activities can be monitored and guided in line with the desired outcomes in order to accomplish positive learning results (Akbar et al., 2022). This study's findings are consistent with research that identifies the principal's routine supervision of teachers as one of the activities positively associated with enhancing the quality of the learning process and attempts to enhance teacher teaching performance. Stated academic monitoring is a way to aid teachers in enhancing the professionalism of the educational process. This success can rise when the principal's academic supervision abilities are utilized not only to evaluate the teacher's performance in regulating the teaching and learning process, but also to help the instructor improve his performance (Hidayah et al., 2022; Wiewanthi et al., 2022).

C. Factors supporting the principal's leadership in developing teacher resources.

Internal variables that contribute to the effectiveness of teacher power growth include teacher motivation, teacher willingness, and adequate facilities and infrastructure. Internal elements contributing to the effectiveness of teacher power growth include the availability of training offers or invitations from organizers and government backing. Interest is also an intrinsic drive as a learning force for a person to engage in activities with full vigor and tend to be sedentary, where the activity is a process of learning experience that is conducted out intentionally and produces a sense of pleasure. Motivation is the accumulation of a person's strength to urge, motivate, move, and produce optimism in order to accomplish any task. Motivation is determining how to direct power and potential

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so that individuals are willing to collaborate successfully to reach and attain these objectives. Therefore, if a person has an interest or motivation in himself, he will consciously engage in behaviors consistent with his propensity.

Facilities are one of the factors in developing the teachers' pedagogical ability in a more favorable direction. It will be simpler for teachers to polish their teaching abilities through the use of learning facilities and media in schools if they have access to suitable facilities and resources. As one of the functions that must continue to be developed and strove to support the execution of the development of school instructional facilities, it is essential to concentrate on to this activity. In this regard, Arikunto & Yuliana (2018) stated that schools must provide educational facilities as part of the teaching and learning process. This fact necessitates that the principal serves as a facilitator, providing teachers with a variety of learning tools and facilities to enhance their capacity to supervise classroom learning.

D. Factors inhibiting the principal's leadership in developing teacher resources

The improvement of the professional competence of teachers will not go as planned if it is hindered by internal variables, such as the fact that there are still teachers with a low motivation to engage in development programs, and external ones, such as network and time. If a teacher is unwilling to participate in the training, he might be replaced by another teacher. If the development program's implementation period is too brief, material compression can be employed to boost practice.

This era of globalization has made information and communication technology (ICT) necessary, particularly for daily life. Unfortunately, information and technology are not always utilized to optimize efficiency, even in the creation of teaching resources. This network is still an impediment to the development of teacher resources, including those for teachers at Public Elementary School Paringin 1 and Paringin 2 in rural areas such as Balangan Regency since the quality of the network is somewhat unsteady and poses a barrier to the development of teacher resources, particularly through online training or webinars.

The development of teacher resources at Public Elementary School Paringin 1 is hindered by teachers who are unwilling to participate in training. The answer to solve this issue is to replace them with the teachers who are eager to participate. Moreover, there are some teachers who, despite having participated in various professional development programs, have not experienced a significant increase in pay, which is then followed by continuous billing. Furthermore, I provide flexibility for teachers in completing task bills by allowing those who cannot use a computer or laptop to do handwriting. Time and network limitations prevent the principal from producing teaching materials for Public Elementary School Paringin 2. It is typically more expensive to send materials while the implementation period is just three days, despite the fact that this practice is becoming less common in the implementation of IHT. Therefore, the alternative is to compress the content and increase the amount of practice, as the material can be supplied during practice.

IV. CONCLUSION

The leadership model utilized in the development of teacher resources is a democratic and transformational leadership model organized via supervision, in-house training, and participation in external training. Supporting factors for the principal's leadership in the development of teacher resources include the motivation of teachers and their readiness that need to be improved and supported by proper facilities and infrastructure, government backing, as well as invitation from training organizers as the keys to this leadership model. The existence of teachers who are more focused on their personal matters than school matters, as well as limited time and networks, are obstacles to the principal's leadership in creating teacher resources.

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