

SCHOOL PRINCIPAL'S STRATEGY IN DEVELOPING STUDENT COMPETENCIES AT SDI DARUSSALAM SUMBERBARU JEMBER

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Abstrak: Peserta didik merupakan sebuah subjek dalam pendidikan yang memerlukan pembinaan, bimbingan untuk mendapatkan ilmu pengetahuan melalui proses pendidikan, agar dapat menjadi manusia yang lebih baik. Kualitas peserta didik terlihat dari kompetensi yang dimiliki. Kepala sekolah sebagai pemimpin memiliki peran penting dalam mengembangkan kompetensi peserta didik. Strategi dibutuhkan oleh kepala sekolah untuk mengimplementasikan kegiatan pendidikan agar terjadi peningkatan produktifitas kerja warga sekolah, pengembangan dan peningkatan kompetensi peserta didik sehingga menjadi lulusan yang berkualitas. Metode yang digunakan menggunakan kualitatif deskriptif dengan teknik analisa data model interaktif. Hasil penelitian menunjukkan bahwa strategi kepala sekolah SDI Darussalam Sumberbaru Jember dalam meningkatkan kompetensi peserta didik dengan cara menambah kegiatan diluar jam pelajaran yaitu pembiasaan (intensif) pembacaan kosakata Bahasa Inggris dan Bahasa Arab serta penyusunan kata menjadi kalimat. Kegiatan ini dilakukan setiap sebelum pembelajaran didalam kelas dimulai. Strategi selanjutnya memberi penugasan terhadap guru dengan membentuk tim agar maksimal dalam melakukan kegiatan tambahan intensif, serta mengevaluasi secara langsung sehingga dapat memberi masukan-masukan terhadap guru yang bertugas agar kegiatan berjalan secara maksimal.

Kata kunci:

Strategi; Kompetensi.

Abstract: Student is a subject in education who need guidance and guidance to gain knowledge through the educational process, so that they can become better human beings. The quality of students can be seen from the competencies they possess. The school principal as a leader has an important role in developing student competencies. Strategies are needed by school principals to implement educational activities to increase the work productivity of school residents, develop and increase the competence of students so that they become quality graduates. The method used is descriptive qualitative with interactive model data analysis techniques. The results of the research show that the principal's strategy at SDI Darussalam Sumberbaru Jember is to increase students' competence by adding activities outside of class hours, namely familiarizing (intensive) reading of English and Arabic vocabulary and arranging words into sentences. This activity is carried out every time before learning in class begins. The next strategy is to give assignments to teachers by forming teams so that they can carry out intensive additional activities optimally, as well as evaluating directly so that they can provide input to the teachers on duty so that the activities run optimally.

Keywords:

Strategy; Competency.

Introductions

The world of education is currently facing complex challenges, one of which is the challenge of studying more deeply the face of industrial society to master Information Science and Technology which has implications for the development of Human Resources. Quality human resources are the result of good educational management. Therefore, it is the task of education to be able to prepare people to be able to face the challenges of

the world of work where the required competencies are increasingly required to be more professional.

Education in a country can be said to be something that is very important to improve and pay attention to. The reason is because improving a good education system is one of the successes of the State in carrying out the development of human resources which will later play an important role and responsibility for the State.

Education is a medium that has the aim of developing potential and educating humans so they are ready to face life in the future. Education is a process to change students in a better direction so that they are able to adapt to the student's environment, so that it will lead to changes in good behavior within themselves so that they function in community life (Hamalik, 2013).

Education in a narrow context can be said to be a school. School is a place for students to carry out the learning process with the aim of gaining knowledge and gaining an understanding of things that make them creative and critical human beings. Basically, student development depends on two elements that influence each other, namely the educational environment which provides opportunities for students to carry out teaching and learning activities, and the talents that students have had since birth (Hamalik, 2013).

Education in a school can be said to be successful depending on the human resources within it, including managers, students, teachers, administrative staff and other educational staff. Likewise, good facilities and infrastructure are also very important to help fulfill instructions (Mulyasa, 2004). There are several factors that can influence the learning system, firstly teachers, teachers are said to be successful in implementing learning strategies depending on the teacher's proficiency in using technical learning methods, tactics and abilities in teaching. Second, students, students who have more adequate knowledge will have an influence on the learning process. The three facilities and infrastructure are learning media, learning tools, school equipment that can support the learning process. Fourthly, a school that has good relationships internally will have an impact on students' learning motivation (Sanjaya 2008). Thus, it is very important for the role of each component to be able to work together and utilize the facilities and facilities as best as possible so that educational goals can be achieved.

The teacher is the first and main factor in the learning process. The role of the teacher is a central role in ensuring quality education. The role of the teacher has quite a big influence on students' learning achievement if they can use their competencies to the maximum (Nurul, 2024). In Law of the Republic of Indonesia No. 14 of 2005 concerning Teachers and Lecturers, teachers are required to have pedagogical competence, personality competence, social competence and professional competence. (UU Guru dan Dosen, 2005).

Students are a subject in education. Students is beginners who still need coaching and guidance to gain knowledge through the educational process, so they can become better humans (Sukring, 2013). The quality of education can be seen and measured from the quality of graduates in a school. Schools are a medium that facilitates the transfer of knowledge as well as the formation of character and skill development of students. The quality of students depends on the quality of school management by maximizing all the school's potential to turn students into quality graduates who have the expected competencies. Student competency is the result of student learning in order to improve the skills possessed by each student, so that each student must be given education and learning that is in accordance with the basic abilities they already have. (Piskulich dan Peat, 2016).

Competency is defined as a combination of knowledge, skills, values and attitudes which are reflected in habits of thinking and acting (Lia, 2016). Competence includes the knowledge, attitudes and skills possessed by students to carry out tasks in accordance with predetermined standards (Yaumi, 2013). It is the school's duty to develop and improve students' competencies which can be done with a good learning process. The learning process provided must touch on increasing student knowledge, building good character and solid student skills so as to produce quality graduates.

Increasing student competence cannot be underestimated. Increasing student competency must be complete, comprehensive, not separated from other parts so that progress can be seen in the rate of development of student competency. Student competencies include spiritual, social attitudes, knowledge and skills. These competencies can be achieved through intra curricular, co-curricular or extracurricular learning processes (Permendikbud, 2018). In order to improve students' abilities, first, schools are expected to be able to build a treasure trove of verbal and non-verbal behavior that shows learning outcomes. Second, producing with great possibility, behavior called interest, enthusiasm and motivation to learn (Supratman, 2012).

School principals as leaders have an important role in improving the quality of education which is manifested in the quality of their student graduates. With good leadership, it will determine how educational goals can be realized. Leaders in every school need a strategy to run the system in the school. Strategies are needed to implement educational activities to increase the work productivity of school residents, develop and increase the competence of students so that they become quality graduates.

Method

The type of research used in the research is a qualitative approach whose function is to describe and describe understanding of the facts that occurred at the research location using authentic data that has been collected. As explained, qualitative research is a research process that produces descriptive data in the form of words or speech from people and behavior that can be observed (Moleong, 2013).

The type of data taken by researchers consists of two sources, namely primary sources and secondary sources. The primary sources taken by researchers are several related parties, namely the school principal who is the informant and the main figure to dig up information about student development strategies, The deputy head of the school consisting of the deputy head of curriculum and deputy head of student affairs, all teachers and students become supporting informants because they are sources directly involved in implementing the strategies implemented by the school principal. Meanwhile, secondary sources taken by researchers are literature studies related to required documents such as studies of school principals, educators and students as well as educational management in schools.

Data collection techniques used by researchers are observation techniques as the first step in implementing pre-research and during research, interview techniques related to the strategies used by school principals in developing student competencies, and documentation of real data regarding the implementation of school principal strategies that have been implemented. Held

The data analysis technique used by researchers is an interactive model analysis technique, namely by carrying out several steps including data collection, data reduction, data presentation and drawing conclusions (Miles, 2014).

Findings and Discussion

Principal's Strategy in Developing Student Competencies at SDI Darussalam Sumberbaru Jember

The quality of education plays an important role in shaping the quality of Human Resources for a nation. The development and progress of a nation is influenced by the quality of its Human Resources. Therefore, the main priority step is to build quality human resources through quality education.

The importance of quality education should be of concern to many people. The school principal is one of the determining factors of school quality. A quality school is a school that meets national education standards with graduate criteria, a dynamic curriculum according to the needs of the times and student-oriented learning. School principals as managers are required to pay more attention to realizing school quality. School principals must think about and take concrete actions or steps to build educational quality.

School principals as managers are required to be able to carry out their leadership functions. School principals are expected to understand the factors that can make it easier to achieve school success. Apart from that, it is hoped that all elements in the school are ready and encouraged to face problems that may occur, both internally and externally to avoid the school being in a crisis situation and stagnant student learning outcomes (Andang, 2014).

The success or failure of the school principal's education depends on the strategies he uses in managing all the potential that exists within the school (Zulkifli, 2014). Riyanto stated that strategy is a plan for utilizing and using existing potential and facilities to increase the effectiveness and efficiency of teaching (Riyanto, 2010).

The principal at SDI Darussalam as the leader in the flow of the education implementation system within it carries out his duties as best as possible according to his abilities and adapted to school conditions. In carrying out their duties, the first step taken to achieve good educational goals is to plan educational activities that are focused on developing the potential of students. The second step is to establish tasks for each teacher and staff. The third step is carrying out activities that have been previously planned along with carrying out assessments of students and finally evaluations which are discussed in quarterly meetings to find out the obstacles that occur to educators as well as obstacles or difficulties that occur to students. The steps taken by the principal of SDI Darussalam are the application of managerial functions, namely planning, organizing, implementing and controlling. These four management functions are abbreviated as POAC (Rifaldi, 2023).

The strategy implemented by the principal in the planning stage is to hold a meeting with teachers and the head of the foundation. In the planning stage, the principal identifies activities that must be implemented and needs that must be prepared in the next 1 year but focuses more on the activities of the upcoming 1 semester. Activities that are of special concern are the implementation of teaching and learning activities to be more effective than before by evaluating the shortcomings that have been implemented in the past 1 year, both in terms of learning facilities such as textbooks, learning media, learning facilities in the classroom, class administration data and teachers so that student learning outcomes are achieved optimally. Other activities are additional activities such as extracurricular

activities and supporting the development of student potential and the development of the competence of educators to be more professional.

The principal in the planning stage puts forward ideas or desires that will be planned in developing the potential of students, of course adjusted to the school's vision and mission. The idea put forward is an activity that does not exist or is not implemented in other schools so that it becomes a characteristic or uniqueness owned by the institution. The ideas put forward are then discussed with the head of the foundation and all teachers by considering the teacher's competencies in their application and the condition of the students.

The success of students is the main concern of the principal. The principal wants graduates from the educational institution he leads to have more competence. Gordon in Mulyasa stated that there are several aspects or domains contained in the concept of competence, namely:

1. Knowledge, namely awareness in cognitive
2. Understanding, namely the depth of cognitive and affective possessed by an individual
3. Ability (Skill), namely something possessed by an individual to carry out tasks or work assigned to him.
4. Value, namely a standard of behavior that has been believed and psychologically has been integrated into a person
5. Attitude, namely feelings (happy-unhappy, like-dislike) or reactions to a stimulus that comes from outside
6. Interest, namely a person's tendency to do an act.

SDI, which stands for Islamic Elementary School, must be able to produce competent graduates in general education and religious education. Also have the abilities and skills needed by the students themselves to be ready to teach education at the next level and are needed to be better prepared to face life in the future which is full of challenges and rapid changes. Therefore, the principal of SDI Darussalam, by considering the aspects contained to achieve student competence, held activities to support student potential by implementing a language program (English and Arabic) before teaching and learning activities began. English and Arabic, which are considered difficult languages to learn, are expected to overcome the problems that occur with continuous vocabulary reading activities. These activities also contain efforts so that students gain knowledge, understanding, abilities and interest in English and Arabic.

In the second stage, the principal coordinates with the representative in the curriculum and student affairs field to make a schedule according to each qualification possessed by the educators and education personnel. In this stage, a schedule is also made of who is responsible for the additional intensive English and Arabic vocabulary activities. This activity is also accounted for by 1 or 2 educators who are qualified in the two language fields. However, to carry out daily tasks, a scheduling system is used so that each teacher has the same experience and increases their insight in the field of language.

In the third stage, the principal and the school community carry out all activities according to the planning and scheduling that has been made. In order for all activities to run well, several methods are used so that the learning process in and outside the classroom can be achieved optimally, such as development or training for educators. Educators are central actors in education, of course, the competencies they have must be honed and developed optimally in accordance with the curriculum and changing conditions of the times. In learning, the teacher's ability to choose the right learning model will make students feel easy and enjoyable in receiving material in class, therefore the selection of the right learning model will determine the success of education, while the right learning model will determine the success of education, while the less appropriate learning model will make the learning process boring (Musfah, 2015). In the development and training of teachers, the principal assigns each teacher according to the subjects they teach to participate in the Subject Teacher Conference (MGMP) activities carried out in Public Elementary Schools or KKM. MGMP is a professional teacher professional forum based on subjects that is professional, programmed and specifically directed to develop standardization of concepts and assessment of subjects nationally (Saondi, 2010).

This activity is very useful for teachers and to gain more knowledge about the curriculum being used, the use of methods, strategies, media, relevant sources, learning approaches and the appropriate and correct assessment process. This activity is very important to do considering the learning process that can actively involve students, attract students' interest and attention, arouse students' motivation, apply the principles of individuality and demonstration in teaching is an effective vehicle for improving student competence (Fani and Rasto, 2016). From the MGMP activities, it appears that each teacher can create learning strategies listed in the teaching module and compile planned tasks according to the material and conditions of students and applications in the learning

process in the classroom.

In order to develop the potential of students, the principal also formed a group in order to develop intensive English and Arabic vocabulary activities. The Language Group is responsible to the group leader who is tasked with coordinating with members about what vocabulary will be given to students tomorrow and what tasks will be given after the vocabulary reading activity is completed.

In the final stage, the principal carries out an evaluation. Evaluation is an activity to test the level of competence of a person or group of people (Daryanto, 2011). The purpose of the evaluation is to obtain data to prove the level of success of teachers and students in achieving learning objectives both in and outside the classroom. The evaluation carried out by the principal is in the form of supervision. Supervision is a series of activities to help teachers develop their ability to manage the learning process for the purpose of achieving learning (Damayanti, 2016).

Supervision activities are carried out by the principal of SDI Darussalam by creating a supervision assessment instrument for teachers. Supervision instruments include learning plans, implementation of the learning process, media used, learning resources, and learning assessment. Then, supervision is carried out by asking whether the learning plan has been made or not and the obstacles in making it. The principal also occasionally monitors how the teacher's teaching is carried out in the classroom. From the principal's supervision activities that have been carried out, a concept map is created regarding the strengths and weaknesses of teachers in the learning process so that it makes it easier for the principal to follow up on these shortcomings by discussing them in meetings with the teachers, educational staff and the head of the foundation for consideration. The school principal also evaluates additional intensive Arabic and English activities by being directly involved in the activities every day. And provide input to the teacher on duty so that activities can run optimally in accordance with the goals to be achieved.

Conclusion

The principal has an important role to develop the quality of education that is accountable to him, especially in developing the quality of students. Students are the main subject that is very important to think about so that the education provided is successful and makes students have the expected competencies. These competencies include spiritual, social, knowledge and skills attitudes. As a manager, the principal is expected to use strategies so that the implementation of educational activities can be carried out in accordance with the objectives.

The principal of SDI Darussalam in carrying out his leadership applies several strategies. The initial step taken to achieve good educational goals is to plan educational activities that are focused on developing the potential of students. The second step is to establish tasks for each teacher and staff. The third step is to carry out previously planned activities along with the implementation of assessments of students and finally evaluations of teachers and staff, the results of which are then discussed in quarterly meetings to find out the obstacles that occur to teachers and the obstacles or difficulties that occur to students.

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