

School Principal's KOPER Strategy in Improving Teacher Pedagogical Competence at SD Negeri Rejosari 01 Semarang**Tri Yulastuti Tungga Dewi ¹⁾ Yovita Yuliejantiningih ²⁾ Muhammad Prayito ³⁾**

Keywords

Coordination, Involvement,
Evaluation, Reflection on
Pedagogical Competence

Abstract

The research approach used is qualitative. This type of research is a case study. Qualitative research design goes through three stages, namely: orientation, focused exploration, and data analysis. Data collection techniques are interviews, observation and documentation. This research uses source triangulation. Data analysis in three steps: data reduction, presenting data, and drawing conclusions. The results of the research show that: 1) the principal's coordination strategy for improving teacher pedagogical competence is by forming a coordination team, holding regular coordination meetings and dividing work. 2) strategies for involving school principals in improving teachers' pedagogical competence by collaborating with the school community and involving teachers in school programs. 3) The principal's evaluation strategy in improving teacher pedagogical competence by conducting analysis and evaluation and reporting. 4) The principal's reflection strategy in improving teacher pedagogical competence by holding reflection forums, mapping strengths and weaknesses and determining follow-up plans. Conclusion: The school principal's KOPER strategy in improving teacher pedagogical competence has been carried out through four activity steps, namely coordination, involvement, evaluation and reflection.

e-ISSN 2549-0338

INTRODUCTION

National Education functions to develop abilities and shape the character and civilization of a dignified nation in order to educate the life of the nation, aiming to develop the potential of students to become human beings who believe and are devoted to God Almighty, have noble morals, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens (Law number 20 of 2003). In the process of developing Indonesian human resources, professional educators are greatly needed.

Teachers are the main spearheads who are at the forefront of educating the nation's sons and daughters who have broad insights and character. Teachers are required to have and possess competence in order to become professional teachers. This is stated in the Law on Teachers and Lecturers Number 14 of 2005, Article 1, which states that teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students in early childhood education on the formal education path, basic education, and secondary education..

Professional teachers are required to meet minimum academic qualifications and be certified as educators. This is in accordance with the Regulation of the Minister of National Education of the Republic of Indonesia Number 16 of 2007 concerning Academic Qualification Standards and Pedagogical Competence, the types of competencies that must be possessed by teachers include: pedagogical, personality, professional and social competencies obtained through professional education. Teachers are required to be able to follow the development of the times and adjust to current needs that teachers must have good competencies including pedagogical, personality, professional and social competencies. Teachers are expected to be able to carry out their duties professionally by having and mastering these four competencies.

Pedagogical competence must be possessed by all teachers in managing classroom learning so that learning objectives can be achieved. According to Susilo (2019: 115) pedagogical competence is the ability of teachers to manage student learning which includes: preparing learning tools, implementing learning, evaluating learning and developing students to actualize their various potentials. Pedagogical competence is closely related to the teacher's mastery of the ongoing learning process in the classroom, so that teachers are expected to be able to master learning materials broadly and deeply which allows the integration of learning content by utilizing ICT and guiding students to meet the competency standards set in the National Education Standards.

In the National Education Standards, the explanation of Article 28 paragraph (3) point a states that pedagogical competence is the ability to manage student learning which includes understanding students, designing and implementing learning, evaluating learning outcomes, and developing students to actualize their various potentials..

As professional staff, teachers must be able to master pedagogical competencies as stated in Government Regulation Number 19 of 2005 which describes that teachers must have the ability to manage learning in the classroom, including: 1) understanding educational insights or foundations, 2) understanding students, 3) developing curriculum or syllabus, 4) designing learning, 5) implementing educational and dialogical learning, 6) evaluating learning outcomes, and 7) developing students to actualize their various potentials.

Teachers must master these components, by mastering the seven components of teacher pedagogical competence can be measured and known. However, in practice there are still teachers who have not prepared good learning plans, teachers have not mastered learning and have not carried out curriculum development.

Based on the evaluation results of the Principal of Rejosari 01 Semarang Elementary School, the researcher found several problems, namely "first, more than 30% of teachers have not mastered the characteristics of students. Second, there are still 18% of teachers who have carried out curriculum development very well. Third, more than 30% of teachers have not developed the potential of students. Fourth, there are still 42% of teachers who have not carried out learning assessments and evaluations according to the level of student development. "(Evaluation, Principal of Rejosari 01 Semarang Elementary School 2022), so teachers need to get direction and guidance from the principal in order to improve

pedagogical competence. Seeing the problems found, teachers need guidance and assistance from the principal to teachers in order to improve teacher pedagogical competence. The success of a school institution in improving teacher pedagogical competence and decision making depends on the principal.

The principal is a core figure in improving teacher pedagogical competence, relevance and competitiveness of education. The role of the principal is very strategic in the success of improving teacher pedagogical competence (Rizal, 2022: 39). The strategies that the principal needs to have in improving the quality of his school are related to personality, as well as management related to institutions to achieve supervision of the independent curriculum that has been designed. A principal who is proficient in communicating using easy-to-understand language will make it easier for teachers to carry out their duties (Setiawati, 2020: 57).

The principal also needs to provide learning space for the teachers in his school. The strategy carried out to support improving the competence and quality of teachers is carried out by providing a competency improvement program (Sari, 2022: 63). Another strategy that the principal must have related to improving the pedagogical competence of teachers is to provide space and full support for teachers to make new breakthroughs in education (Aprida, 2020: 160). An equally important strategy, the principal becomes a role model for teachers and staff in the school environment. The example in question is related to his work ethic, discipline, and open thinking to his colleagues (Darmawan, 2019: 56). The principal, teachers, staff, and components in the school institution need cooperation to implement a curriculum in the school.

The principal of Rejosari 01 Elementary School has strategic efforts in improving the pedagogical competence of teachers in order to achieve growth and improve the quality of learning. The principal uses the KOPER strategy (Coordination, Involvement, Evaluation, Reflection). The principal uses the KOPER strategy because it can integrate between elements and support each other, thus creating a holistic, adaptive, and results-oriented approach. The implementation of this strategy is very effective in creating solid cooperation, increasing efficiency, and encouraging sustainability in various programs or projects. The progress obtained after taking action with the KOPER strategy turned out to obtain quite good results and can be seen in the following table from 33 class teachers and subject teachers.

This is inseparable from the KOPER strategy implemented by the principal and good cooperation with teachers and education personnel. The principal of SD Negeri Rejosari 01 made strong efforts to improve the pedagogical competence of teachers by coordinating, involving, evaluating, and reflecting and adhering to strong branding, namely prioritizing literacy so that its members are knowledgeable and always inspiring in overcoming obstacles that arise in the learning process. SD Negeri Rejosari 01 as one of the elementary schools in East Semarang District, Semarang City, has been a driving school for 2 years and has fully implemented the independent curriculum.

The obstacle is the lack of educator competence in understanding students in depth, designing and implementing learning according to needs, being adaptive to change, and developing student potential through reflection. This problem appears evenly in almost all elementary schools in East Semarang District, Semarang City. In fact, the independent curriculum is very adaptive to change, always reflects every implementation and improvement of learning, and requires innovative educators, able to plan and implement learning effectively and centered on students, reflective, fond of learning and sharing, collaborating. It is very important to have a principal leadership strategy that is able to present competent educators to create quality schools with a climate and social emotional support and continuous service improvement, and the strategy of the Principal of SDN Rejosari 01 has been proven successful by the results of the school's education report which is always good and increasing every year.

Based on the research background above, the researcher is interested in conducting research with the title of the principal's KOPER strategy in improving teacher pedagogical competence at Rejosari 01 Elementary School, Semarang.

METHODS

The research approach used is qualitative. This research was conducted at Rejosari 01 Elementary School, Semarang City. The research period will start from January 2025 to March 2025. The qualitative research design is through a qualitative approach to observe and see the behavior and events of the place being studied. Data collection techniques are interviews, observation and documentation. This study uses triangulation of sources and techniques. The data analysis technique in this study is to use an interactive model, namely analyzing data with four steps: data condensation, presenting data (data display), and drawing conclusions or verification (conclusion drawing and verification). Data condensation refers to the process of selecting, focusing, simplifying, abstracting, and transforming data (transforming

RESULTS AND DISCUSSION

Strategi Koordinasi Kepala Sekolah Dalam Meningkatkan Kompetensi Pedagogik Guru di SD Negeri Rejosari 01 Semarang

The findings of the research on the principal's coordination strategy in improving the pedagogical competence of teachers at Rejosari 01 Elementary School, Semarang will be presented by the author in the form of a chart as follows:

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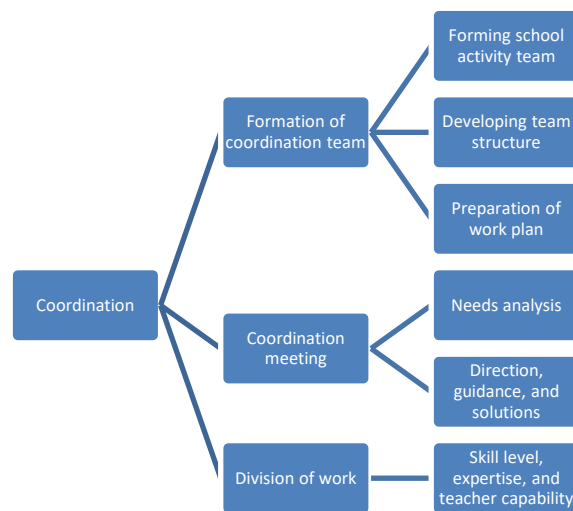


Chart 1 Principal Coordination Strategy in Improving Teachers' Pedagogical Competence

Research findings on the principal's coordination strategy in improving teachers' pedagogical competence at Rejosari 01 Elementary School, Semarang, namely:

The principal by holding a working meeting by forming an activity coordination team, then the principal prepares the team structure, division of tasks and responsibilities and makes a work plan. The strategy of forming an activity coordination team is expected to ensure that school activities run in accordance with school goals, internalize Pancasila values in students' daily lives and foster students' attitudes and characters. Then at the beginning of each month we hold regular coordination meetings to discuss the school programs carried out and learning activities, then identify the potential and challenges that will be faced. The principal describes what needs will be needed in implementing school programs. Then the principal provides direction, coaching and solutions related to problems faced in implementing school programs. In the division of work activities carried out, always pay attention to the level of ability, expertise and ability of teachers. This is done to maintain the quality of the school so that it needs people who can be trusted to do work assignments

Strategi Pelibatan Kepala Sekolah Dalam Meningkatkan Kompetensi Pedagogik Guru SD Negeri Rejosari 01 Semarang

The findings of the research on the principal's involvement strategy activities in improving teacher pedagogical competence at Rejosari 01 Semarang Elementary School will be presented by the author in the form of a chart as follows.

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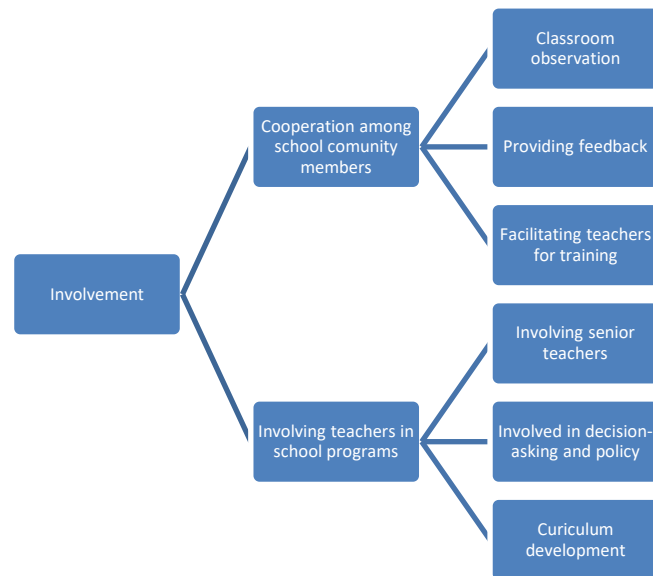


Chart 2 Principal Involvement Strategy in Improving Teacher Pedagogical Competence

Research findings on principal involvement strategies in improving teacher pedagogical competence at Rejosari 01 Elementary School, Semarang, namely:

Collaborative activities between school residents by conducting class observations to provide feedback on the teaching methods used. Then facilitating teachers to attend seminars, webinars, or courses related to improving pedagogical competence. Utilizing feedback from students to improve teaching methods. Then involving the school committee can support the procurement of facilities and infrastructure that support learning..

Next, the principal involves senior teachers to guide young teachers in improving teaching skills. Then teachers are involved in making decisions and school policies and are involved in compiling the curriculum and developing innovative teaching modules. Then there are regular discussions held to adjust teaching methods to student needs.

Strategi Evaluasi Kepala Sekolah Dalam Meningkatkan Kompetensi Pedagogik Guru di SD Negeri Rejosari 01 Semarang

The findings of the research on the principal's evaluation strategy activities in improving the pedagogical competence of teachers at Rejosari 01 Elementary School, Semarang will be presented by the author in the form of a chart as follows.



Chart 3 Principal Evaluation Strategy in Improving Teacher Pedagogical Competence

Research findings on principal evaluation strategies in improving teacher pedagogical competence at Rejosari 01 Elementary School, Semarang, namely:

Evaluation activities carried out by the principal are used to identify the weaknesses and deficiencies of the principal's strategy in improving teacher pedagogical competence. Evaluation activities can be used as a basis for determining solutions and follow-up actions to be taken. The principal's report on improving teacher pedagogical competence can be used as an effective evaluation and recommendation material, in the form of student and teacher testimonials in the form of quotes or short interviews. Then submit the report directly to the Education Office or school committee, Share good practices with other schools in discussions between principals

Strategi Refleksi Kepala Sekolah Dalam Meningkatkan Kompetensi Pedagogik Guru di SD Negeri Rejosari 01 Semarang

The findings of the research on the principal's reflection strategy activities in improving the pedagogical competence of teachers at Rejosari 01 Elementary School, Semarang will be presented by the author in the form of a chart as follows:



Chart 4 Principal's Reflection Strategy in Improving Teachers' Pedagogical Competence

Research findings on the principal's reflection strategy in improving teachers' pedagogical competence at Rejosari 01 Elementary School, Semarang, namely:

Reflection forum activities are in this activity the principal can provide evaluation, guide teachers in identifying learning challenges, share experiences, and find innovative solutions to improve the quality of teaching. The principal maps the strengths and weaknesses of teachers including aspects of understanding student characteristics, learning design, learning implementation, evaluation and assessment of learning and the use of technology in learning. In this activity the principal identifies the pedagogical abilities that have

been mastered by teachers, knows aspects that still need to be improved in teaching and increases the effectiveness of learning and student learning outcomes. Follow-up plans are carried out with periodic academic mentoring and supervision. Strengthening collaboration by building a learning community for teachers to share experiences. Then there are performance awards for outstanding and exemplary teachers

CONCLUSION

The principal's coordination strategy in improving the pedagogical competence of teachers at Rejosari 01 Elementary School Semarang is by forming a coordination team, holding regular coordination meetings and dividing work. The principal describes what needs will be needed in implementing school programs. Then the principal provides direction, coaching and solutions related to problems faced in implementing school programs.

The principal's involvement strategy in improving teacher pedagogical competence at Rejosari 01 Elementary School Semarang by collaborating with school residents and involving teachers in school programs. Teachers are involved in making decisions and school policies and are involved in compiling the curriculum and developing innovative teaching modules. Then there are regular discussions held to adjust teaching methods to student needs.

Principal evaluation strategy in improving teacher pedagogical competence at SD Negeri Rejosari 01 Semarang by conducting analysis and evaluation and reporting. Evaluation activities can be used as a basis for determining solutions and follow-up actions to be taken.

The principal's reflection strategy in improving the pedagogical competence of teachers at Rejosari 01 Elementary School Semarang by conducting a reflection forum, mapping strengths and weaknesses and determining a follow-up plan. In this activity, the principal identifies the pedagogical abilities that have been mastered by teachers, knows aspects that still need to be improved in teaching and improves the effectiveness of learning and student learning outcomes.

ACKNOWLEDGEMENT

This research would not have been possible without the support, assistance, and cooperation of various parties. We express our deepest appreciation and gratitude to the parties who have contributed to this research:

Principal of Rejosari 01 Semarang Elementary School: Thank you for the permission and full support given to conduct this research in the school environment. Teachers and Employees of Rejosari 01 Semarang Elementary School: Thank you for your cooperation, participation, and valuable information provided during the research process. Students of Rejosari 01 Semarang Elementary School: Thank you to the students who have been willing to be respondents and actively participate in this research activity. Other Parties Who Cannot Be Mentioned One by One: Thank you for all forms of support and contributions given, both directly and indirectly, in the implementation of this research.

Finally, we hope that the results of this study can provide benefits and new insights into the principal's KOPER strategy in improving teacher pedagogical competence. Hopefully, this study can be the first step towards a more inclusive, collaborative, and quality education.

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