



## Improving teaching capability of Primary School Teachers in Indonesia through School principals

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### Abstract

The purpose of this study is to investigate the efforts that school principals at Inpres Syuru Elementary School and Mbait State Preparatory Elementary School have made to enhance the teaching abilities of their teachers, as well as to define the obstacles that school principals have encountered in their efforts to improve teacher teaching abilities at Inpres Syuru Elementary School and Mbait 2 State Preparatory Elementary School. Conducting research utilising a qualitative case study model as the methodology. According to the findings of the research, the principal is making efforts to enhance the teaching abilities of teachers by providing them with pedagogical training, professional development opportunities, the incorporation of technology into the classroom, and by encouraging increased collaboration amongst individuals in the teaching profession. Efforts to increase teachers' teaching abilities in primary schools are hampered by a number of problems, including a lack of understanding among instructors regarding the application of information technology, a lack of different learning techniques, and a lack of training in enhancing teachers' teaching skills. Aside from that, the absence of monitoring and assessment by the principle indicates that there is no supervision from the leadership for the teachers.

**Keywords:** Teaching capability, School principals, Elementary School

### Introduction

School principals have a crucial role in enhancing teacher effectiveness by establishing academic supervision. Supervision plays a crucial role in upholding instructional standards, offering valuable feedback, and fostering the growth of teachers' professional skills. The supervisory process enables the administrator to assume the role of a coach and advocate for teachers, assisting them in surmounting problems encountered in the classroom. Academic monitoring is a crucial endeavour aimed at enhancing teacher effectiveness. Academic supervision by school principals enables them to offer valuable feedback, recognise areas where teachers want improvement, offer direction and assistance, and assess teacher performance in a methodical manner. Academic monitoring is a crucial aspect of teacher professional development. During the supervisory process, principals have the ability to discern and pinpoint specific areas of need and deficiencies in terms of teaching abilities, subject expertise, or learning methodologies. School principals might utilise this knowledge to guide teachers towards suitable training or professional development programmes. Over time, this will enhance the overall qualifications and capabilities of teachers (Glickman, *et al*, 2014) <sup>[6]</sup>.

Through the implementation of efficient academic supervision, school principals have the ability to enhance the overall efficacy of educational establishments. Enhanced teacher performance and capabilities will yield favourable effects on student learning results and the reputation of the institution. Furthermore, the implementation of regular oversight and a strong emphasis on enhancing professional growth will foster a culture of ongoing education and a cooperative environment inside the school. In general, the oversight provided by school principals in academics plays a crucial role in enhancing the performance and capabilities of teachers. This measure ensures that teachers in schools possess the appropriate qualifications, adhere to rigorous

standards of teaching, and consistently engage in professional development (Denelson, 2013).

Pre-research observations and interviews at Inpres Syuru Elementary School and Mbait 2 State Preparatory Elementary School, Asmat Regency showed several problems in teachers' teaching abilities. Some problems involve a lack of preparation, less creative learning methods, difficulty obtaining learning media, managing too much material, and difficulty compiling evaluation instruments. Lack of teaching preparation can be caused by a lack of time, motivation, or teacher experience. Learning methods that are less creative can result in student boredom and difficulty understanding the material. Difficulty obtaining learning media can be related to limited resources or lack of technological knowledge. Difficulty managing too much material can result in teachers not sequencing questions, causing student confusion. Teachers may also have difficulty compiling evaluation instruments due to lack of knowledge, time, understanding of student characteristics, or sufficient references.

Teacher problems in teaching have a negative impact on the quality of learning, student motivation, and understanding of the material. Support and cooperation from all related parties is needed to continue to improve teacher performance and have a positive impact on students' educational attainment. According to Mulyasa (2013: 69) <sup>[12]</sup>, teachers really determine the success of education at school. As agents of learning, teachers play multifaceted functions that include facilitation, inspiration, motivation, and promotion of learning. In fact, educating and teaching students is the teacher's main responsibility. An educator's responsibility is to develop students' talents and personalities while setting an excellent example. It is the teacher's responsibility to design, implement, and evaluate the learning process to transfer knowledge and values to students.

From this description, this research focuses on (1) How efforts are made to improve teachers' teaching abilities by

the principal at SD Inpres Syuru; (2) How are efforts to improve the teaching abilities of teachers at Mbait 2 State Preparatory Elementary School; And (3) What obstacles are encountered in improving the teaching abilities of teachers at Inpres Syuru Elementary School and Mbait 2 State Preparatory Elementary School.

## Research Method

### Research Type

A qualitative research approach was used in this work. Sugiyono (2018) <sup>[23]</sup> defines qualitative research as research in which the researcher acts as the main instrument and is used to analyze the condition of natural objects. Case study research is a case study. According to Arikunto (2010) <sup>[4]</sup>, the case study method is an in-depth, detailed and in-depth investigation of an organism (person), institution or certain phenomenon with a certain area or problem. This research uses a case study because the problem of teachers' teaching abilities only exists at Inpres Syuru 1 Elementary School and State Preparatory Mbait Elementary School. This type of research was also chosen to describe efforts to improve teachers' teaching abilities by the principal at Inpres Syuru Elementary School and State Preparatory Mbait 2 Elementary School at Asmat Regency.

### Research Settings

This research was carried out at Inpres Syuru Elementary School and State Preparatory Mbait 2 Elementary School at Asmat Regency. The reason for choosing a research location is that the research location provides a variety of efforts by school principals to improve their teachers in the learning process. By selecting two differently located schools, research can explore similarities and differences in principals' efforts that may arise from different geographic and social contexts. In addition, by selecting representative research locations, the research is expected to provide useful and relevant information to understand the efforts of principals in these schools, as well as contribute to improving learning in the area. This research was carried out in May – July 2023.

### Data Collection Techniques and Instruments

This research uses data collection techniques in the form of observation, interviews and documentation. Observations were carried out using the passive participation method at Inpres Syuru Elementary School and Mbait 2 State Preparatory Elementary School, Asmat Regency to obtain direct data on efforts to improve teachers' teaching abilities by the school principal. Interviews were conducted with school principals, teachers and students as key informants. The documentation data obtained involves documents such as the principal's work plan, school program, and school curriculum. The researcher acts as the main tool in data collection, using observation and interview guidelines to ensure the data fits the research objectives

### Data Analysis Techniques

Data analysis in this research uses a qualitative descriptive analysis approach using the Miles and Huberman model, as described by Sugiyono (2018) <sup>[23]</sup>. The data analysis process involves three main stages, (1) Data Reduction which includes transcription of data from interviews and observations carried out to convert verbal data into written data, data quality checking is carried out after transcription

to ensure the accuracy and correctness of the data and grouping of data is carried out based on certain themes, and the data is arranged in the form of tables, diagrams or graphs. (2) Data Display (Data Presentation) which includes data presentation involving the preparation of tables to facilitate understanding, data interpretation is carried out after data presentation to reveal the meaning of the data that has been obtained and data is presented in the form of descriptive words and images to maintain originality. (3) Conclusion Drawing/Verification (Conclusion) includes conclusions drawn after the accumulation of initial conclusions with valid and consistent evidence.

## Findings and Discussion

### School principal strategies in improving teachers' teaching abilities

School principals have a crucial role in enhancing teacher effectiveness by establishing academic supervision. Supervision plays a crucial role in upholding instructional standards, offering valuable feedback, and fostering the growth of teachers' professional skills. The supervisory process enables the administrator to assume the role of a coach and advocate for teachers, assisting them in surmounting problems encountered in the classroom. Academic monitoring is a crucial endeavour aimed at enhancing teacher effectiveness. Academic supervision by school principals enables them to offer valuable feedback, recognise areas where teachers want improvement, offer direction and assistance, and assess teacher performance in a methodical manner. Academic monitoring is a crucial aspect of teacher professional development. During the supervisory process, principals have the ability to discern and pinpoint specific areas of need and deficiencies in terms of teaching abilities, subject expertise, or learning methodologies. School principals might utilise this knowledge to guide teachers towards suitable training or professional development programmes. Over time, this will enhance the overall qualifications and capabilities of teachers (Glickman, *et al*, 2014) <sup>[6]</sup>.

Through the implementation of efficient academic supervision, school principals have the ability to enhance the overall efficacy of educational establishments. Enhanced teacher performance and capabilities will yield favourable effects on student learning results and the reputation of the institution. Furthermore, the implementation of regular oversight and a strong emphasis on enhancing professional growth will foster a culture of ongoing education and a cooperative environment inside the school. In general, the oversight provided by school principals in academics plays a crucial role in enhancing the performance and capabilities of teachers. This measure ensures that teachers in schools possess the appropriate qualifications, adhere to rigorous standards of teaching, and consistently engage in professional development (Denelson, 2013).

The principal's strategy for enhancing the elementary school teachers' capacity to articulate lessons offers substantial assistance for their professional growth. By conducting frequent assessments and providing targeted assistance in implementing successful pedagogical approaches, the school fosters a conducive atmosphere for educational advancement and creativity. These measures offer advantages not only to teachers but also to students, who experience the good influence on their learning process. The school principal plays a vital role in enhancing instructors'

capacity to effectively communicate lessons to students. Regular training and workshops organised by school principals offer fresh perspectives and hands-on skills. Having educational experts or experienced teachers present during training sessions assists teachers in cultivating more efficient teaching methodologies and enhancing their aptitude for effective communication. This presents teachers with chances to cultivate more captivating and participatory instructional approaches.

This programme is specifically designed to assist teachers in acquiring proficiency in employing appropriate strategies for commencing and concluding lessons. An emphasised feature is the utilisation of ice breakers or innovative opening techniques to commence courses. The objective is to captivate students' attention from the beginning and establish a congenial ambiance in the classroom. In addition, the course also offers instruction on how to construct a compelling summary to conclude the session. This summary facilitates students' comprehension of the taught information and identification of key areas for retention. Through its execution, this course serves as a significant platform for teachers to further enhance their expertise. The principle aims to offer continuous assistance through this training, enabling instructors to develop a greater sense of assurance and proficiency in initiating and concluding lessons. Therefore, it is anticipated that student learning results will likewise enhance as a result of more efficient and organised instruction.

Previous implementations of strategies to enhance instructors' questioning abilities are consistently assessed by the school principal. This assessment is a critical procedure in guaranteeing the efficacy of approaches in facilitating the professional growth of educators. Through critical reflection on the approaches employed, principals are able to discern achievements as well as areas that require enhancement. In addition to assessing inquiring abilities, the evaluation encompasses various other facets of pedagogy. This enables principals to tailor professional development plans to the specific requirements of each teacher. Educators can foster a more interactive atmosphere, promote profound student comprehension, and obtain explicit feedback on their inquiry abilities through the use of comprehensive assessments.

Periodically, the principal of Inpres Syuru Elementary School conducts formative assessments to evaluate the efficacy of the instructional approaches implemented by faculty members. These evaluations and assessments enable instructors to monitor and assess the effect of instructional approaches on students' learning processes, thereby providing the chance to implement any required modifications. Teachers prioritise instructional approaches that foster problem-solving and critical thinking abilities, in accordance with the guidance provided by the principal. An emphasis on critical thinking facilitates the growth of students' analytical and creative proficiencies. Creating a dynamic and pertinent learning environment for students, teacher capacity building strategies include budget allocation, formative assessment, and an emphasis on learning methods that foster problem-solving and critical thinking abilities.

Active dialogues and collaborative strategies are employed by the principal in order to enhance the instructors' capacity to effectively manage the classroom. Through granting instructors the opportunity to share their experiences,

challenges, and ideas regarding classroom management, school principals establish an environment conducive to the exchange of valuable information. By means of these dialogues, the principal offers targeted recommendations and feedback to educators, thereby fostering their growth in the area of classroom management. In addition, the principal underscored the significance of collaboration and mutual comprehension in the formulation of efficacious classroom management strategies, thereby fostering an enhanced educational milieu within elementary schools. In general, the aforementioned strategies illustrate the pivotal significance of school principals in supporting the growth of educators' competencies to enhance the educational experiences of students.

Additionally, the principal acquaints instructors with a variety of technological applications and instruments that can be utilised to enhance their questioning abilities. Illustrative instances encompass e-learning platforms and software that empower educators to generate online surveys or interactive inquiries. This exemplifies the principal's endeavours to update pedagogical approaches through the integration of technology, enabling instructors to furnish students with a more engaging and interactive educational journey. Educators are inclined to use online learning platforms, multimedia presentations, and instructional videos as sources of motivation. By incorporating technology into lesson explanations, instructors can make them more engaging and interactive. Furthermore, this exemplifies the principal's endeavours to consistently update instructional approaches and remain informed about pertinent technological advancements within the realm of education.

Principals assist instructors in their utilisation of educational technology to enhance the classroom learning environment. Teachers can enhance the quality of their instructional materials, foster greater interactivity, and facilitate more effective communication with students and parents through the utilisation of technology. Technology facilitates the monitoring of pupil progress and strengthens the bond between instructors and learners. In addition, the principal imparts knowledge regarding positive reinforcement and employs suitable approaches to promote desirable conduct and address inappropriate behaviour within the classroom. This results in a proactive approach to classroom administration, which assists instructors in fostering a conducive learning environment. Principals foster a more serenity and efficiency within the classroom by offering assistance in the management of student conduct.

### **Inhibiting factors faced by school principals in implementing strategies to improve teachers' teaching capabilities**

The implementation of strategies aimed at enhancing the teaching abilities of elementary school instructors is impeded by their limited comprehension of how information technology facilitates the learning process. Despite the potential utility of information technology as an instrument for enhancing pedagogical approaches, educators' ignorance regarding its seamless integration into the learning process may pose an obstacle. An additional determinant impacting an educator's teaching proficiency is their limited comprehension of the methodologies employed during the educational process. An inadequate comprehension of pedagogical approaches, pedagogical strategies, and

classroom management mechanisms may impede an educator's ability to impart instructional content to pupils. A restricted number of educators (S1) possess a Bachelor's degree. As a result of the fact that higher education can provide instructors with more profound expertise and knowledge in their respective fields, this hinders efforts to improve training. A school's ability to enhance curriculum quality may be constrained by the scarcity of educators possessing advanced degrees.

Inadequate school facilities are an additional significant impediment. Insufficient physical infrastructure may impede the execution of efficient educational initiatives. Classrooms that are damaged or inadequate can hinder an institution's capacity to deliver an ideal learning environment. To address these impediments, a concerted endeavour involving school principals, educators, and other pertinent stakeholders is required. In addition to enhancing teacher educational credentials and providing further training and support in the utilisation of information technology and learning methodologies, these measures may assist in surmounting obstacles to comprehension and educational constraints. Additionally, endeavours to enhance educational infrastructure, including the construction of suitable classroom structures, should be taken into account in order to provide elementary school students with a more conducive and comfortable learning environment. A primary factor is the dearth of educators who possess the requisite knowledge and skills. This can be a significant barrier, as educators lacking adequate proficiency will encounter challenges in effectively implementing strategies aimed at enhancing their teaching capabilities. Aside from that, consistent and ongoing implementation of this strategy is crucial. In the event that these strategies are not consistently implemented, educators may observe inconsistent progress, potentially impeding the attainment of intended outcomes. Ongoing support is essential for educators to sustain their progress in the field of education. The lack of an effective monitoring and evaluation system is also an inhibiting factor. Without sufficient information about the extent to which teachers have implemented the new skills they learned, principals will have difficulty identifying areas of improvement and providing appropriate support. Therefore, greater efforts are needed in developing effective evaluation systems. The time constraints faced by school principals are also an obstacle. Busy schedules and other pressing priorities can make it difficult to allocate sufficient time for teacher training and coaching. Therefore, managing time wisely is a challenge for school principals in implementing strategies to improve teaching abilities. Careful planning is needed to ensure that teacher training and development remains a priority.

### Conclusion

To enhance the pedagogical abilities of faculty members at SD Inpres Syuru, an all-encompassing approach has been implemented by the principal. This involves specialised instruction, teacher collaboration, and the implementation of educational technology. Furthermore, an approach to proactive behaviour management is also put into effect. Mbait 2 State Preparatory Elementary School endeavours to enhance the pedagogical prowess of its faculty through consistent professional development, integration of technological resources, inter-teacher collaboration, proficient classroom administration, and transparent

communication. It is the responsibility of principals to guarantee that instructors possess sufficient instructional resources and a solid grasp of the subject matter. At SD Inpres Syuru, however, there are obstacles such as teachers' ignorance of teaching methodologies and technology, a dearth of teacher education, and a restricted number of school buildings. Inhibiting factors at Mbait 2 State Preparatory Elementary School include a lack of effectiveness in the monitoring and evaluation system, a mismatch between the competencies of the teaching staff and the requirements, inconsistent strategies, and the principal's time constraints. In order to enhance the efficacy of approaches aimed at improving the pedagogical skills of educators, additional endeavours are required to surmount these challenges.

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