



# Journal of Educational Sciences

Journal homepage: <https://jes.ejournal.unri.ac.id/index.php/JES>



P-ISSN  
2581-1657

E-ISSN  
2581-2203

## Principal Leadership Management in Teacher Development at 010 Laboy Jaya State Elementary School, Bangkinang District, Kampar Regency

Basuki<sup>\*1,2</sup>, Zulfan Saam<sup>2</sup>, Almasdi Syahza<sup>2</sup>

<sup>1</sup>SD Negeri 016 Pulau Jambu, Kecamatan Kuok, Kabupaten Kampar, 28467, Indonesia

<sup>2</sup>Masters Program in Education Administration, University of Riau, 28293, Indonesia

### ARTICLE INFO

#### Article history:

Received: 26 December 2021

Revised: 29 Sept 2022

Accepted: 04 Oct 2022

Published online: 24 Oct 2022

#### Keywords:

Management

Principal Leadership

Teacher Coaching

### ABSTRACT

This study aims to analyze the leadership management applied by the Principal of the 010 Laboy Jaya State Elementary School in teacher development, the inhibiting factors in the implementation of the leadership management of the 010 Laboy Jaya State Elementary School Principal in the development of teachers, and the solutions adopted in overcoming the problems encountered. This study uses a qualitative method with a descriptive approach. Techniques and procedures for data collection in this study through interviews, observation, and documentation. Data analysis techniques with qualitative methods are the data reduction stage, data presentation, conclusion drawing and verification stages. Based on the results of the study, it can be concluded that (1) the leadership management applied by the Principal of the 010 Laboy Jaya Elementary School in teacher development is good, it can be seen from the planning, organizing, implementation, evaluation, and follow-up aspects. (2) The inhibiting factors or obstacles faced are the lack of experience of teachers, both experience in learning and experience in school organizations, Lack of experience in communication techniques, and There are still many activities of teachers outside the task of the learning process. (3) The solution to the obstacles faced is to carry out education and training, KKG, seminars, give assignments such as special pickets, carry out self-development activities.

## 1. Introduction

By nature, humans are social creatures. As social beings, humans have the ability, needs, and habits to communicate and relate, as well as organize with others. Aristotle in the 4th century BC said that man is a zoon politicon. Humans are

\* Corresponding author.

E-mail: basukidermawan@gmail.com

Doi: <https://doi.org/10.31258/jes.6.4.p.523-537>

creatures that can never be separated from society. Life as a human being is only possible in the organization Semma (2008). Humans are also referred to as *homo socius*, which is a community of people who have obligations and responsibilities towards others and their environment. Humans are the main creatures and must be a blessing for the universe.

In other terms, humans are *homo socius*, or social creatures. *Homo* means human, while *socius* is friend. So, humans cannot live without the help of others. Then humans will live and develop normally and naturally, only if they are together with their social environment Rahardi (2006). With their dependence on fellow humans, in achieving their goals, humans need a container called an organization. According to Daft in Budihardjo (2011) an organization is a collection of people who have a purpose and are deliberately designed for activities that are coordinated systematically and openly and are related to the external environment.

Likewise in the world of education, to achieve educational goals, organizations or educational institutions must be formed. In Indonesia, the matter of educational institutions is regulated in Law Number 20 of 2003 concerning the National Education System, articles 13-16 which explain the path, level, and type of education. The educational path consists of formal, non-formal, and informal education. While the formal education level consists of basic education, secondary education, and higher education. Meanwhile, the types of education consist of general, vocational, academic, professional, vocational, religious, and special education. Where the paths, levels, and types of education can be realized in the form of educational units organized by the Government, regional governments, and/or the community.

To achieve organizational goals optimally, management is needed. According to Muhammad (2004), management is one of the most important sciences in managing society. This is the era of management, if a society has material facilities and human resources to achieve success, but does not conduct a neat management to organize and function these facilities in realizing its goals and targets, it will not achieve progress, even all these facilities become vain. According to Yasin (2011) that management is an action in the process of planning, organizing, directing, and supervising to achieve organizational goals through coordinating the use of human resources and other materials. Husaini (2019) explains that in a broader perspective management is a process of regulating and utilizing the resources of the organization through the cooperation of members to achieve goals effectively and efficiently. As Djunaidi (2017) said that leadership as part of the management function is very important to achieve organizational goals.

In an effort to improve the quality of Indonesian education, the Government issued Law Number 20 of 2003 concerning the National Education System, which in article 3 states the functions and objectives of national education as follows: National education functions to develop capabilities and shape the character and civilization of a dignified nation in the context of educating the nation's life, aims to develop the potential of students to become human beings who believe and fear

---

---

God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens. The principal as a leader plays an important role in improving the personality, professional, social, pedagogical, and religious leadership competencies of the teachers in their schools. Primary (2021). Aisyah (2016) also said that as a leader, the principal must be able to mobilize others to consciously and voluntarily carry out their obligations properly in accordance with what the leader expects in achieving goals.

Nurhidah (2014) said that teacher development is one of the strategies carried out by school principals so that teachers have competence in the learning process, including managing learning in the classroom. Teacher guidance aims to ensure that the learning process has quality learning. Between the rights and obligations of teachers have been outlined based on the legislation in a balanced way. The disbursement of the teacher certification allowance is a form of government concern for the role of teachers to improve their competence in making quality education. Teacher coaching by the principal is one solution to improve the quality of schools. The position of the teacher, as in Law Number 14 of 2005 concerning Teachers and Lecturers article 2 paragraph (1) states: "Teachers have a position as professionals at the level of basic education, secondary education, and early childhood education in the formal education pathway appointed in accordance with statutory regulations." Then article 4 explains: "The position of the teacher as a professional as referred to in Article 2 paragraph (1) serves to increase the dignity and the role of the teacher as an agent of learning serves to improve the quality of national education."

The teacher's role is so central in improving the quality of education, it requires precise management from the leadership of the principal so that existing teacher resources can be utilized to the maximum. As stated by Wahjosumidjo (2013) that the success of the school is the success of the principal. Principals are said to be successful when they are able to understand the existence of a school as a complex and unique organization, because in a school organization in which the teaching and learning process takes place and a place of civilizing human life, there are various interrelated and mutually determining dimensions. The principal is someone who determines the center point and rhythm of a school which plays a role as a driving force in school life. The principal is described as a person who must understand his duties and functions for the success of the school and has concern for teachers, education staff, and students. According to Rohmat (2012) the competencies that must be possessed by a school principal consist of six competencies, namely: (a) personality and social competence, (b) leadership, (c) school/madrasah development, (d) resource management, (e) entrepreneurship, and (f) supervision. While Muhtarom (2018) that leadership is an activity to influence people to be directed to achieve organizational goals.

The success of the principal in carrying out his duties is largely determined by his leadership. Owens (1995) argues "Leadership over human beings ....is exercised when persons with certain purposes mobilize, in competition or in conflict with others, institutional, political, psychological and other resources so as to arouse

---

and satisfy the motives of followers. That is as good a definition of leadership as we have at this time". While Robbins (2015) leadership (leadership) is the ability to influence a group to achieve the goals set. Leadership is a very important factor to support the achievement of school goals. The principal's leadership function is to move, influence, motivate, and direct the people in the educational institution to achieve the goals that have been formulated. Basri (2014).

Miseransyah (2021) states that leadership is "an effort that uses a leadership style to influence and not coerce in motivating individuals to achieve goals. Principal leadership is the ability of a functional teacher who is given the task of leading a school to mobilize all existing resources in a school so that it can be utilized optimally to achieve the goals that have been set. Rachmawati (2013). Atmadja in Pramudyo (2013) explains that leadership character is a personal quality of a leader that is formed through the accumulation of actions that refer to the values of morality and ethics that are believed by a leader. Nasrudin (2010) argues that leadership is the ability to encourage a number of people to work together in carrying out activities that are directed at achieving common goals. According to Mulyasa (2012), effective principal leadership has several indicators including: first: commitment to the school's vision in carrying out its duties and functions, second: making the school's vision a guide in managing and leading the school, and third: always focusing its activities on learning and teacher performance.

State Elementary School 010 Laboy Jaya, located in Laboy Jaya Village, Bangkinang District, has 150 students, with 1 study group per class. While the number of teachers is 9 people. The sixth grade school exam for the 2019/2020 school year obtained a satisfactory score and succeeded in passing all of its students. The success of the 010 Laboy Jaya State Elementary School cannot be separated from the high dedication of the teachers in carrying out their duties by creating and maintaining the quality of education, thus gaining the trust of the community. The 37-year-old State Elementary School 010 Laboy Jaya, established in 1983, has carved out a myriad of achievements, it is interesting to study how leadership management is applied by the principal in teacher development, so that teachers have high motivation, dedication, and performance. This State Elementary School 010 Laboy Jaya can be a model for other educational institutions in an effort to improve the quality of education.

The purpose of this research is to analyze the leadership management applied by the Principal of SD Negeri 010 Laboy Jaya in teacher development, to analyze the inhibiting factors in the implementation of leadership management of the Principal of SD Negeri 010 Laboy Jaya in teacher development, and to analyze the solutions adopted in overcoming the obstacles faced.

## **2. Methodology**

This research was carried out at SD Negeri 010 Laboy Jaya, Bangkinang District, Kampar Regency which was held from August 2021 to December 2021. The main subject was the principal, the determination of the Principal as a subject in this

---

---

study considering that the principal is responsible full of all activities related to school. If the principal is not present, then it is continued to the waka of student affairs and continues to the teacher who is directly responsible for the implementation of extracurricular activities. While the determination of the teacher as a subject in this study considering the teacher is the main subject related to teacher development activities in schools.

### ***Research Methods and Procedures***

The research approach used in this study is a qualitative approach. Qualitative research is a type of educational research in which the researcher relies on the views of the participants, asks general and broad questions, collects data consisting mostly of words (or text) from the participants; describe and analyze these words into themes, and carry out research that cannot be free from the sense of subjectivity and bias Creswell (2008).

### ***Data Analysis Procedure***

Data analysis is one of the stages that is carried out after obtaining information through several data collection techniques that aim to narrow and limit the findings so that they become regular and accurate data. In this study, data analysis was carried out based on the analysis of the Miles and Huberman model. Data analysis in qualitative research is carried out during data collection and after data collection is completed within a certain period. The analysis process in this study is data collection, data reduction, data presentation, and verification or drawing conclusions.

## **3. Results and Discussion**

The results of the research related to the leadership management of the principal in fostering teachers at the 010 Laboy Jaya State Elementary School, Bangkinang District, Kampar Regency are presented related to: (1) Leadership management of the 010 Laboy Jaya Elementary School Principal in teacher development, (2) Inhibiting factors in the implementation of Principal leadership management 010 Laboy Jaya Elementary School in teacher development, (3) Solutions taken to overcome the obstacles faced. Research data obtained from observations, interviews and documentation studies. The results of the study are described as follows:

### ***a. Teacher Coaching Planning***

The findings in the field were obtained through interview, observation and documentation instruments. Based on the research that has been carried out, the description of the research data can be seen in Table 1.

---

Table 1. Teacher Development Planning

| No | Informant                            | Interview Summary  |
|----|--------------------------------------|--|
| 1. | RBY<br>(Head Master)                 | In coaching teachers, pay attention to SWOT analysis, make teacher coaching plans into the long-term planning of schools for 2020-2025. Coaching activities are carried out on a daily, weekly, monthly, and annual basis with activities to improve teacher competence and performance.   |
| 2. | SPN<br>(Head of School Committee)    | Schedule 5S culture activities. Enforcement and enforcement of the main duties and functions of teachers, monitoring, supervision, evaluation, reporting, and follow-up. The teacher development plan is stated in the RKS, detailed in the operational plan for the school year, providing opportunities and opportunities and scholarships for teachers whose education is not yet linear.     |
| 3. | NGM<br>(Assistant Principal for PTK) | To improve the ability/skills and knowledge of teachers, the school plans a provisional session at the beginning of the year to find out the school's vision and mission, school network activities, quality standards and teachers are able to make learning administration; KTSP training; teacher delegation; regular teacher meetings every Saturday and meetings with the school committee. |

### ***b. Organizing Teacher Coaching***

Every organization or agency usually has an organization/organization. The purpose of the organization is so that the division of work or teacher duties can be carried out with full responsibility. With the division of labor and tasks, it is hoped that each teacher can improve his skills specifically (specialization) in handling the assigned tasks. In order to facilitate the implementation, monitoring and evaluation of teacher development activities, a division of labor is held as the person in charge and coordinator of activities. The organization of teacher development can be seen in Table 2.

Table 2. Organizing Teacher Coaching

| No | Informant                            | Interview Summary  |
|----|--------------------------------------|--|
| 1. | RBY<br>(Head Master)                 | Each teacher is given duties and responsibilities that are useful for monitoring all teacher competency development activities and achieving school goals. The preparation of the school organization by placing human resources according to their abilities, it is hoped that the implementation of all activities will run well and smoothly. |
| 2. | SPN<br>(Head of School Committee)    | The school's organizational structure, H. Rubiya S.Pd as the principal, was assisted by 5 assistant principals, namely the assistant principal in the curriculum, CAR, student affairs, infrastructure, library and UKS fields.  |
| 3. | NGM<br>(Assistant Principal for PTK) | The principal has carried out the organization of the division of tasks in the context of implementing teacher development. Implementation of teacher development through the school structure in the form of KTSP workshops, assistance in the preparation of learning tools, IT training, assessment application workshops.                    |

### *c. Implementation of Teacher Coaching*

Similar to the planning and organization in teacher development above, to find out how the implementation of teacher development at SD Negeri 010 Laboy Jaya, the researchers also conducted interviews, observations, and study documentation as shown in Table 3.

Table 3. Implementation of Teacher Coaching

| No | Informant                                     | Interview Summary  |
|----|---|--|
| 1. | RBY<br>(Head Master)                          | The implementation of teacher training is routinely carried out on a daily, weekly, monthly and yearly basis. Teacher coaching which is carried out on a scheduled basis 1) Monitoring, supervision, evaluation, reporting, and follow-up, 2) Delegation to improve the skills and professionalism of teachers and employees, and 3) Meetings with committees and parent associations. |
| 2. | SPN<br>(Head of School Committee)             | The principal's management is good, it is proven that many achievements have been achieved, both academic and non-academic achievements, increasingly gaining trust from the community as evidenced by the increase in the number of students. In coaching teachers, school principals always emphasize the importance of improving teacher qualifications and competencies            |
| 3. | NGM<br>(Assistant Principal for PTK)          | Teachers at the school are highly dedicated, hardworking and responsible who are important assets in the effort to achieve school goals. The achievements of SD Negeri 010 Laboy Jaya can be said to be good. In the academic field, US results often get good grades and in the extra-curricular field, SD Negeri 010 Laboy Jaya also has achievements.                               |
| 4. | SKJ (Assistant Principal for Student Affairs) | Teacher coaching is carried out every day, every week, every month, and once a year. The method used is lectures, coupled with training assignments. The principal always sets an example and tries what he says can be implemented.   |
| 5. | RST<br>(Class II Teacher)                     | Activities held by Mr. Head such as: student guardian meetings, committee meetings, holding workshops, training and others. The guidance applied by Mr. Head is very soothing, so that the teacher in carrying out the task feels comfortable, does not feel pressured.  |

### *d. Implementation of Pedagogic Competency Improvement Development*

In obtaining accurate data, the researcher conducted interviews, observations and documentation studies with related parties in the implementation of developing pedagogic competence improvement at SD Negeri 020 Laboy Jaya which can be seen in Table 4.

Table 4. Implementation of Pedagogic Competency Improvement Development

| No | Informant            | Interview Summary   |
|----|----------------------|---|
| 1. | RBY<br>(Head Master) | Coaching is carried out with lectures every Saturday in conjunction with coordination meetings, holding KTSP workshops, assisting in making or compiling syllabus, lesson |

|    |  |   |
|----|--|---|
|    |  | plans and other learning tools, as well as activating KKG activities, equipping classroom facilities with LCD projectors, equipping teachers with IT-based learning training.   |
| 2. | SPN<br>(Head of School<br>Committee)       | The management and system applied by the principal is good, it is proven that many achievements have been achieved, both academic and non-academic achievements. In coaching teachers, school principals always emphasize the importance of increasing qualifications and competencies that have been set by the Government.                                |
| 3. | NGM<br>(Assistant<br>Principal for<br>PTK) | Activities carried out for teacher pedagogic development include: assistance in making or compiling learning tools, KTSP workshops, participating in KKG activities, and IT training, as well as assessment guide workshops.  |
| 4. | RST<br>(Class II<br>Teacher)               | The implementation of pedagogic coaching that has been carried out by the principal has been very good, in the form of routine activities carried out every Saturday for pedagogic improvement, namely holding KTSP workshops, assessment guide workshops, assistance in the preparation of learning tools, KKG activities, and IT-based learning training. |

### *e. Implementation of Personal Competency Improvement Development*

In obtaining more accurate data, the researchers conducted interviews, observations and documentation studies with related parties in the implementation of personal competence development development at SD Negeri 020 Laboy Jaya as shown in Table 5.

Table 5. Implementation of Personal Competency Improvement Development

| No | Informant   | Interview Summary  |
|----|---|--|
| 1. | RBY<br>(Head Master)                                | Planting Islamic religious values as a reference for behavior in life in an effort to improve school quality. Examples are implemented such as arriving early, accompanying picket officers to greet students, dressing neatly and uniformly according to schedule, following tausiyah, and carrying out learning according to an orderly schedule and making syllabus and lesson plans. |
| 2. | NGM<br>(Assistant<br>Principal for<br>PTK)          | Implementation of tausiyah so that teachers can be role models for students. Tarbiyah activities with the aim of increasing understanding, implementing and taking the values of noble Islamic teachings. Enforcement of discipline in and out of work, discipline of dress, and school principals can be used as role models for teachers.  |
| 3. | SKJ (Assistant<br>Principal for<br>Student Affairs) | With tausiah, namely the cultivation of Islamic religious values, the task of accountability is not only to the principal, but is even more responsible to Allah SWT. The value of sincerity makes it easy to carry out tasks. Especially about the importance of straightening our intentions so that our activities are worth worship.   |
| 4. | RST<br>(Class II<br>Teacher)                        | Improving the competence of the teacher's personality by means of Islamic lectures through tausiyah activities, increasing the discipline of attending and returning from learning, dressing discipline, and even parking discipline.  |



---

|   |                                      |  |
|---|--------------------------------------|--|
| 5 | SPN<br>(Head of School<br>Committee) | Teachers should learn a lot about religion by listening to tausiah and reading religious books. Then there are also activities with daily Islamic practices, such as dhuha prayer, dhuhur prayer in congregation, recitation of the Qur'an, tahajjud call, cultivation of character, manners and morality. |
|---|--------------------------------------|--|

---

#### ***f. Implementation of Development of Teacher Social Competence Improvement***

Social competence for teachers of SD Negeri 010 Laboy Jaya is fostered through various kinds of activities according to information obtained from informants. Table 6 shows the implementation of social competence improvement development.

Table 6. Implementation of Development of Social Competence Improvement

| No | Informant   | Interview Summary  |
|----|---|--|
| 1. | RBV<br>(Head Master)                                | Cultivating 5S, improving personal communication is carried out by being scheduled in turns to fill in the ceremony supervisor every Monday, the homeroom teacher leads the student guardian meeting and receives consultations from the student guardians. Teachers are required to be able to use communication and information technology.                |
| 2. | SPN<br>(Head of School<br>Committee)                | The picket teacher who waits and welcomes the presence of the students with a sense of happiness and friendliness, by greeting him, and asking how he is makes the students feel comfortable and happy. When the teachers meet the parents of the students who are dropping off their children, they warmly greet the parents of the students.               |
| 3. | NGM<br>(Assistant<br>Principal for<br>PTK)          | Teachers are accustomed to through the 5S program, with this program teachers can be interesting or flexible in interacting with students, fellow teachers, guardians of students, guests, and the general public. Principals create media to train teachers with student guardian meetings, committee meetings, teacher and employee meetings to socialize. |
| 4. | SKJ (Assistant<br>Principal for<br>Student Affairs) | The development of teacher social competence is carried out by training in leading activities in schools, assigning activities across sectors, 5S habituation programs, namely smiling, greeting, greeting, being polite, polite in interacting with anyone.   |
| 5. | RST<br>(Class II<br>Teacher)                        | Practice communicating well, politely and with quality, through flag ceremony builder activities, student guardian meetings, committee meetings, dealing with and serving guests, as well as in school family gatherings. Teachers are given the task of taking turns being required to use communication technology.  |

---

#### ***g. Implementation of Guidance for Increasing Teacher Professional Competence***

As with the implementation of the development of teacher social competence improvement, the implementation of teacher professional competence development at SD Negeri 010 Laboy Jaya was also obtained by researchers from interviews, observations and study documentation as shown in Table 7.

---

Table 7. Implementation of Teacher Professional Development

| No | Informant                                     | Interview Summary  |
|----|---|--|
| 1. | RBY<br>(Head Master)                          | Sending teachers to take part in the PLPG. Improving the professional competence of teachers by including teachers to participate in KKG activities. Facilitate the implementation of teacher training on IT-based learning which is carried out during class promotion holidays.  |
| 2. | NGM<br>(Assistant Principal for PTK)          | The implementation of teacher development in improving the professional competence of teachers has so far been carried out by involving teachers in PLPG activities. In addition, several trainings and workshops were also held, both on mastery of materials, methods, and learning media, as well as IT-based learning. |
| 3. | SKJ (Assistant Principal for Student Affairs) | Professional competence is generally formed through PLPG for those who have met the requirements, KKG activities which are held once a month every odd week, IT training, and additional knowledge via the internet.   |
| 4. | RST<br>(Class II Teacher)                     | Professional competencies that must be possessed by every teacher are formed and fostered through sending PLPG participants, activating KKG activities, attending seminars, holding IT training workshops.   |

#### ***h. Evaluation of the Implementation of Teacher Coaching at SD Negeri 010 Laboy Jaya***

The author to obtain data on the evaluation of the implementation of teacher coaching by the principal at SD Negeri 010 Laboy Jaya was also carried out through interviews, observations, and study documentation as shown in Table 8.

Table 8. Supervision and Evaluation of the Implementation of Teacher Guidance at SD Negeri 010 Laboy Jaya

| No | Informant                                     | Interview Summary   |
|----|---|---|
| 1. | RBY<br>(Head Master)                          | We carry out monitoring, supervision, evaluation, reporting, and follow-up so that communication is established on a scheduled basis, all teachers are supervised and follow-up. At the end of each year we hold an EDS as well as an annual work meeting to evaluate and develop an annual work program. |
| 2. | NGM<br>(Assistant Principal for PTK)          | Supervision of learning is carried out by entering classes to find out firsthand the pedagogic competence and professionalism of the teacher. Supervision is also carried out on activities that are useful for improving personality competence and social competence.                                   |
| 3. | SKJ (Assistant Principal for Student Affairs) | The principal investigates the problem, and finds a solution. The principal supervises the class then evaluates it, conducts inspections to see what activities are taking place. Supervision of teacher development activities is carried out through routine and incidental monitoring and supervision. |
| 4. | RST<br>(Class II Teacher)                     | The principal took the time to communicate, seek information from the coordinators who were assigned the task of knowing how far the activities were being carried out as well as knowing the obstacles. In certain activities the principal also supervises and participates in these activities.        |

### ***i. Obstacles or Obstacles Faced in the Implementation of Teacher Coaching at SD Negeri 010 Laboy Jaya***

In digging up data about the obstacles faced in teacher training by the principal at SD Negeri 010 Laboy Jaya, the researchers also conducted interviews, observations, and study documentation. The obstacles faced in the implementation of teacher development at SD Negeri 010 Laboy Jaya can be seen in Table 9.

Table 9. Obstacles Faced in the Implementation of Teacher Coaching at SD Negeri 010 Laboy Jaya

| No | Informant                                     | Interview Summary   |
|----|---|---|
| 1. | RBY<br>(Head Master)                          | Obstacles to the implementation of teacher development: 1) lack of experience of teachers in the field of learning and organization. 2) lack of knowledge about communication techniques. 3) the dominance of female teachers compared to male teachers, so naturally, they take turns asking for maternity leave.  |
| 2. | NGM<br>(Assistant Principal for PTK)          | Obstacles faced in teacher development: 1) In fostering professional competence, especially the inclusion of teachers as participants in PLPG, in increasing pedagogic competence, lack of teaching experience, 2) in increasing social competence, lack of experience in communicating and interacting teachers 3) in personality competence, there are still many shortcomings. . |
| 3. | SKJ (Assistant Principal for Student Affairs) | Barriers and obstacles: 1) some teachers lack respect for school programs, 2) female teachers are dominant compared to male teachers, 3) there are still some teachers who have poor communication skills, it is necessary to add insight into knowledge about techniques communication.  |
| 4. | RST<br>(Class II Teacher)                     | Several obstacles and problems in teacher development: 1) the number of activities carried out at SD Negeri 010 Laboy Jaya so that it takes up a lot of time and teachers often leave the classroom. 2) some teachers' communication is still not good, so training is needed on how to communicate well.   |

### ***j. Solutions Taken to Overcome Various Obstacles in Teacher Development at SD Negeri 010 Laboy Jaya***

To obtain information about the steps taken to overcome the problems that hinder teacher development by the principal at SD Negeri 010 Laboy Jaya, the authors took the steps as shown in Table 10 below.

Table 10. Solutions Taken In Overcoming Various Obstacles In Teacher Coaching

| No | Informant            | Interview Summary   |
|----|----------------------|---|
| 1. | RBY<br>(Head Master) | 1) providing continuous guidance 2) supervising teacher duties, evaluating and providing direction for improvement. 3) develop knowledge and skills independently 4) self-development activities in the form of training, workshops, socialization, training, and KKG activities. 5) assign duties and responsibilities to improve the ability to communicate in a polite and quality manner. |
| 2. | NGM<br>(Assistant    | Improvement of pedagogic competence through KTSP workshops, KKG, coordination meetings and regular evaluations every  |

---

|    |   |  |
|----|---|--|
|    | Principal for PTK)                            | Saturday, assistance in the preparation of learning tools, and class supervision. Increasing social competence by involving teachers in various activities such as filling out tausiyah, leading student guardian meetings, and IT-based learning workshops.   |
| 3. | SKJ (Assistant Principal for Student Affairs) | The principal calls and talks 4 eyes with teachers who lack respect to be given enlightenment and awareness and touch the heart. The school principal schedules and appoints picket teachers with special duties, and trains teachers to communicate well with tausiyah activities, tarbiyah, morning apples, student guardian meetings and school committees, teacher gatherings. |
| 4. | RST (Class II Teacher)                        | The principal during the appointment of special picket teachers and to upgrade or add to the knowledge of teacher training, it is necessary to provide training, workshops, training, to improve the ability of the learning process and improve the quality of the teaching profession in carrying out their duties.  |

---

### ***Discussion***

In this section, the researcher will describe the discussion of the research findings regarding "Leadership Management of Principals in the Guidance of State Elementary School Teachers 010 Laboy Jaya, Bangkinang District, Kampar Regency", while the sections discussed are adjusted to the research focus which includes:

#### ***Leadership management of the Principal of SD Negeri 010 Laboy Jaya in teacher development***

Coaching teachers in schools is one of the duties of a school principal. The principal is a leader whose job is to move, influence, motivate, and direct people in educational institutions to achieve predetermined goals. A school principal must be able to utilize and process school resources including technical and educational administration, across programs and across sectors by utilizing existing resources in schools so that educational goals can be achieved effectively and efficiently. Thus the role of a school principal is very important in improving and developing the quality of education. This proves that the planning for teacher development at SD Negeri 010 Laboy Jaya is well planned. The implementation of teacher development at SD Negeri 010 Laboy Jaya is focused on improving teacher competence.

##### **1. Development of pedagogic competence**

The principal of SD Negeri 010 Laboy Jaya provides a lot of material in routine meetings that aim to encourage teachers at SD Negeri 010 Laboy Jaya to continuously improve their abilities in learning and use of learning media, and mastering and using IT advancements. In fostering pedagogic abilities, teachers are given KTSP workshop activities which are followed up by intensifying KKG activities. This activity will be quite effective for teachers because they can learn together technically to create and compile syllabus, lesson plans, annual programs and semester programs and other tools.

---

## 2. Development of personality competencies

The steps implemented by the Principal of SD Negeri 010 Laboy Jaya in the form of inculcating Islamic religious values, and providing examples are the right steps. The teachings of Islam are used as the basis and guidelines in every teacher activity. The values of Islamic teachings such as straight and sincere intentions in carrying out tasks will shape the teacher's personality to have a sense of responsibility in carrying out tasks. Awareness that the responsibility for carrying out duties is not only to the principal, but also to Allah SWT, the All-Knowing.

The principal of SD Negeri 010 Laboy Jaya in an effort to set an example for teachers is to come early and then accompany the picket officers to greet students, dress neatly and in uniform according to the schedule of the day, follow *tausiyah*, and carry out learning according to an orderly schedule and make syllabus, lesson plans and equipment other learning in accordance with the provisions. By setting a good example, the Principal of SD Negeri 010 Laboy Jaya feels he has the guts and does not feel shy when he has to reprimand teachers who act outside the provisions. Without giving good examples, of course the principal will feel heavy when he has to reprimand, tell, warn, or give sanctions to teachers.

## 3. Development of social competence

The Principal of SD Negeri 010 Laboy Jaya program with 5 S, namely: smile, greeting, greeting, polite, and courteous is a form of effort to create effective communication and interaction at school. Forming a smiley attitude, getting used to meeting anyone to give or answer greetings and greets, develop a polite attitude, foster a sense of brotherhood and a spirit of togetherness are efforts that must always be activated to achieve a better school environment.

## 4. Professional competence development

To meet professional competency standards, the Principal of SD Negeri 010 Laboy Jaya has made efforts by recommending and sending teachers to take part in PLPG. Furthermore, the Principal of SD Negeri 010 Laboy Jaya sent teachers to participate in the KKG. The principal ensures that the Teacher Working Group (KKG) runs regularly and effectively. With this routine and effective KKG activity, it is hoped that a teacher will get coaching, training, and exchange ideas, share experiences and information in a subject in accordance with the demands of the development of science and technology. Another activity carried out by the Principal of SD Negeri 010 Laboy Jaya in fostering teacher professional competence is conducting teacher training on IT-based learning. This activity is carried out during class holidays. This activity can certainly spur teachers to improve learning techniques so that they are varied, more interesting and not boring.

## 4. Conclusion

The results of the research on the management of the principal's leadership in fostering teachers show that the coaching at SD Negeri 010 Laboy Jaya has been going well. Teacher coaching is an effort by the principal as a leader to make the

---

school he leads better, more advanced and of high quality. The success of a school certainly depends on the leadership of the principal. If the principal leads the school well, professionally wise, the school will succeed in achieving its goals. Teacher development must be a major concern for school principals, because teachers as educators as well as teachers will determine success in improving the quality of schools. Efforts to instill the values of Islamic teachings into the mindset and behavior of teachers in teacher development bring significant results, so good things like this need to always be improved.

## References

- Aisyah, S., & Badrudin. (2016). Manajemen Kepemimpinan Kepala Sekolah Efektif Pada Sekolah Inklusif, *Jurnal Islamic Education Manajemen*, 1(1). 67-76.
- Atmadja, & Stanley S. (2012). *Inside the Giant Leap: How Abundance Mind Creates Performing Climate to Achieve Extraordinary Result*, Jakarta: Gramedia Pustaka Utama.
- Basri, H. (2014). *Kepemimpinan Kepala Sekolah*, Bandung: Pustaka Setia.
- Budihardjo, A. (2011). *Organisasi: Menuju Pencapaian Kinerja Optimum*, Jakarta: Presetiya Mulya Publishing.
- Departemen Pendidikan Nasional. (2005). *Kamus Besar Bahasa Indonesia, Edisi Ketiga*, Jakarta: Balai Pustaka.
- Djunaidi. (2017). Kepemimpinan Kepala Sekolah Dalam Meningkatkan Kinerja Guru. *Jurnal Tarbiyatuna*, 2(1).
- Husaini & Fitria, H. (2019). Manajemen Kepemimpinan Pada Lembaga Pendidikan Islam. *Jurnal Manajemen, Kepemimpinan dan Supervisi Pendidikan*, 4(1), 43-54.
- Miseransyah. (2021). Pengaruh kinerja kepemimpinan dan manajemen kepala Sekolah terhadap kinerja guru sekolah dasar negeri di Kabupaten hulu sungai tengah, *Seminar Nasional Magister Manajemen Pendidikan, UNISKA MAB*, 1(1).
- Muhammad, A. A., & Adhim. (2004). *Strategi Hijrah, Prinsip-prinsip Ilmiah dan Ilham Tuhan*. Terjemahan M. Masnur Hamzah, Solo: Tiga Serangkai.
- Muhtarom, M. (2018). Implementasi Kepemimpinan dan Manajemen Dalam Lembaga Pendidikan, *Jurnal Diklat Keagamaan*, 12(33).
- Mulyasa. (2012). *Manajemen dan Kepemimpinan Kepala Sekolah*, Jakarta: Bumi Aksara.
- Nasrudin, E. (2010). *Psikologi Manajemen*, Bandung: CV. Pustaka Setia.
- Nurhidah, A. S. (2014). Pembinaan Guru Oleh Kepala Sekolah Dalam Pengelolaan Pembelajaran Di Sekolah Dasar. *Jurnal Administrasi Pendidikan*, 2(1). 704-831.
- Owens, R. G. (1995). *Organizational Behavior in Education*, Toronto: Allyn and Bacon.
- Peraturan Menteri Pendidikan Nasional Nomor 16 Tahun 2007 tentang Standar Kualifikasi Akademik dan Kompetensi Guru.
- Peraturan Menteri Pendidikan Nasional Nomor 28 tahun 2010 tentang Penugasan Guru Sebagai Kepala Sekolah/Madrasah.
-

- 
- Peraturan Pemerintah Nomor 19 Tahun 2005 tentang Standar Nasional Pendidikan. Peraturan Pemerintah Nomor 74 Tahun 2008 tentang Guru.
- Pramudyo, A. (2013). Implementasi Manajemen Kepemimpinan Dalam Pencapaian Tujuan Organisasi. *Jurnal Bisnis, Manajemen dan Akuntansi*, 1(2).
- Pratama, F. A. (2021). Manajemen Kepemimpinan Kepala Sekolah dalam Membangun Kompetensi Guru. *Jurnal Manajemen dan Pendidikan Islam*. 7(1).
- Rachmawati, Y. (2013). Pengaruh Kepemimpinan Kepala Sekolah Terhadap Kinerja Guru. *Jurnal Pendidikan Ekonomi IKIP Veteran Semarang*, 1(1).
- Rahardi, K. (2006). *Dimensi-dimensi Kebahasaan*, Jakarta: Erlangga.
- Robbins, S. P., & Judge, T. A. (2015). *Perilaku Organisasi*, Terjemahan oleh Ratna Saraswati dan Febriella Sirait, Jakarta: Salemba Empat.
- Rohmat. (2012). *Pilar Peningkatan Mutu Pendidikan*, Yogyakarta: Cipta Media Aksara.
- Semma, M. (2008). *Negara dan Korupsi, Pemikiran Mochtar Lubis atas Negara, Manusia Indonesia, dan Perilaku Politik*. Edisi I, Jakarta: Yayasan Obor Indonesia.
- Undang-undang Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional  
Undang-undang Nomor 14 Tahun 2005 tentang Guru dan Dosen.
- Wahjosumidjo. (2013). *Kepemimpinan Kepala Sekolah, Tinjauan Teoretik Permasalahannya*, Jakarta: Rajawali Pers.
- Yasin, A. F. (2011). *Pengembangan Sumber Daya Manusia di Lembaga Pendidikan Islam*, Malang: UIN Maliki Press.

How to cite this article:

Basuki, Saam, Z., & Syahza, A. (2022). Principal Leadership Management in Teacher Development at 010 Laboy Jaya State Elementary School, Bangkinang District, Kampar Regency. *Journal of Educational Sciences*, 6(4), 523-537.

---