

The Principal's Initiatives to Enhance Teachers' Instructional Skills

Sa'imah¹, Happy Fitria², Muhammad Kristiawan³

¹SMA Negeri 2 Kayuagung, Ogan Komering Ilir, Indonesia, ²Universitas PGRI Palembang, Indonesia, ³Universitas Bengkulu, Indonesia

Corresponding author e-mail: sondimah@gmail.com

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Abstract: The skill of teachers to teach in schools will determine the quality national education. The purpose of this study is to describe school principals' efforts to improve teachers' teaching skills. Data collection methods were documentation, interviews, observation, and a review of the literature. Descriptive qualitative analysis techniques were used in data analysis. The results obtained indicate that school principals' efforts to improve teachers' teaching skills through planning, implementing, and evaluating teacher competency improvement programs were technically successful and had a positive impact on teachers' teaching performance. The establishment of a strategic program to improve teacher's teaching skills, which refers to the school's vision of producing students with high morals, intelligence, and discipline, has an impact on the quality of the teaching and learning process at SMA Negeri 2 Kayuagung.

Keywords: Principal's Initiative, Quality Education, Teaching Skill

A. Introduction

Indonesian education is confronted with numerous challenges, both internal and external. Internally, many schools fail to meet the eight National Education Standards (NES). While the external challenge is globalization, which has infiltrated all aspects of people's lives, and the establishment of the ASEAN Economic Community in 2015, which has implications for more open competition among ASEAN countries (Puspitasari, 2018). Total improvement in educational institution management, particularly quality management of learning as a core activity in educational institutions, is urgent in today's world of education. Improving learning quality is, of course, based on the fact that the root cause of Indonesia's low educational quality is low learning achievement (Widodo, 2016). This is supported by the statement (Oktriany et al., 2015), which suggests that when student achievement is high, school output is of high quality.

As previously stated, the low quality of Indonesian education is not without reason. One of the factors contributing to low educational quality is a learning process that does not meet expectations. The teaching skill of the teacher becomes extremely important in efforts to improve the quality of learning. Law 14 of 2005 concerning

Teachers and Lecturers is one of the government policy directions to encourage this realization. Article 1 paragraph 1 states that teachers are professional educators whose primary responsibility is to educate, teach, guide, direct, train, assess, and evaluate students in early childhood education, basic education, and secondary education.

Regulation No. 16 of 2009 of the Minister of Administrative and Reform Concerning Functional Positions of Teachers and Their Credit Points 5th Article According to paragraph 1, the primary responsibility of a teacher is to educate, teach, guide, direct, train, assess, and evaluate students. Then, according to article 6, the teacher's responsibilities in carrying out assignments are as follows: 1) planning lessons/guidance, carrying out quality learning/guidance, assessing and evaluating learning/guidance results, and carrying out learning/improvement and enrichment; 2) improving and developing academic qualifications and competencies in a sustainable manner in line with developments in science, technology, and art; and 3) acting objectively and non-discriminatorily on the basis of geographies; 4) Upholding laws and regulations, as well as the teacher's code of ethics and religious and ethical values; and 5) Maintaining and fostering national unity and integrity.

The realization of quality education is the main characteristic of success in forming qualified and superior teachers, in other words professionals in their fields. We can see its operations in the National Education System's Business Core, namely teaching and learning activities. As a result, the skill to teach teachers in schools will determine the attainment of high-quality national education. According to the findings of (Anggraeni et al., 2016), the teaching skill of teachers influences the quality of elementary schools. Then, according to Ega (2013), there is a strong influence of teachers' skill to teach on the quality of academic services. Nonetheless, despite the government's various programs, teacher teaching skill in Indonesia has not yet reached a satisfactory level. According to Bappenas data (Muslim, 2013), the results of a UNESCO survey for the quality of teacher performance in Indonesia are at level 14 out of 14 developing countries. This demonstrates that Indonesian teachers' skill to teach is still lacking in comparison to ideals. In other words, some teachers in our country have not performed optimally in terms of teaching performance (Rismawan, 2015).

The principal, through one of his functions, is one of the factors that can influence the improvement of teacher performance, particularly in the learning process. According to the findings of his research, Yogaswara (2010), there is a significant contribution between the managerial skills of school principals and the teaching skills of teachers.

To address the issues raised above, the principal must devise an effective strategy to help teachers improve their teaching performance and achieve effective and high-quality learning. Increasing the participation of school principals and teachers helps to improve the quality of learning in educational institutions. The principal, as a leader, can mobilize all elements of the school to support the achievement of effective and quality learning with a mature strategy (Usman, 2017).

According to Usman & Eko Raharjo (2013), effective learning leadership strategies include 1) modeling, 2) monitoring, and 3) professional dialogue and discussion. This assistance is provided because one of the efforts to strengthen teachers is to monitor classes and teacher performance on an ongoing basis. Furthermore, principals must hold professional dialogues and discussions with teachers on a regular basis to discuss how to improve the quality of student learning processes and outcomes.

The preceding statement is supported by the findings of research conducted by Riyanto & Masniar (2019), which show that: 1) there is an effect of school principal managerial competence on student learning achievement; and 2) 2) School principals have a managerial influence on student achievement through teacher achievement motivation; 3) there is a direct relationship between teacher achievement motivation and student achievement. Thus, the overall managerial competence of the principal, teacher achievement motivation on student achievement.

This study was carried out at SMA Negeri 2 Kayuagung. Based on the findings of initial observations made from May 19 to May 23, 2022, found indicators indicating that the teaching skills of SMA Negeri 2 Kayuagung teachers were not optimal based on the findings stating that teachers were not able to apply the independent curriculum into the overall learning process. According to the findings of the observations, the teacher's difficulty was adjusting the curriculum that had just been studied to the learning needs and characteristics of students at SMA Negeri 2 Kayuagung. The teacher must plan the learning process in accordance with a syllabus. The issue is the teacher's limited skill to use the learning facilities and infrastructure required in the learning process.

Furthermore, there are still limited ongoing training programs that all teachers can attend, which is why teachers have not been able to fully apply the curriculum in the learning process. This is evident in some teachers who have created lesson plans, but in the teaching and learning process, some of these teachers continue to use the same method. Although students are occasionally given the opportunity to ask and answer questions, the teacher appears to be more active than the students. We discovered that the teachers at SMA Negeri 2 Kayuagung did not have optimal teaching skills based on their observations. As a result, the principal of SMA Negeri 2 Kayuagung is expected to be able to find ways to improve teachers' skills through both directives and efforts to engage teachers in training.

However, it is believed that the training activities were ineffective in terms of increasing teacher competence. Because the training activities were not attended by all teachers, but only one or two teachers were represented. The representative teacher is then expected to share the material that has been studied with the other teachers. Furthermore, the teachers who participated in the training did not fully master the material learned during the training. Based on the findings of the initial observations, the we were encouraged to conduct research under the title Efforts of school principals to improve teachers' teaching skills.

B. Methods

SMA Negeri 2 Kayuagung, Jl. Lt. Gen. H.M. Yusuf Singedekane No. 13 Ex. Jua Jua Kayuagung, was the site of this study. SMA Negeri 2 Kayuagung is one of the senior high schools in Kayuagung District, Ogan Komering Ilir Regency, South Sumatra Province. It is accredited A. SMA Negeri 2 Kayuagung has been in operation for the past 36 years. Its operations began in the 1985/1986 academic year, while the school building was finished in April 1986 and used for teaching and learning beginning in May 1986. SMA Negeri 2 Kayuagung has good facilities and infrastructure, and is supported by external factors that make it suitable for use as a research facility. The research was conducted from July 2022 to November 2022.

In this study, we chose informants who could provide accurate information about the problem under investigation, also known as the key person. We interviewed school principals, teachers and education staff, students, and any other school stakeholders who could provide accurate information about this study.

The descriptive qualitative method is used in this study. Qualitative research is a research procedure that generates descriptive data from people and observable behavior in the form of written or spoken words, with the method used emphasizing the process of tracing data/information until it is felt that it has been sufficiently used to make an interpretation (Moleong, 2014).

Qualitative research adheres to a naturalistic or phenomenological paradigm about what research subjects understand, such as perceptual behavior, motivation, actions, and so on, holistically and through descriptions in the form of words and language in a specific context. natural and through the use of various scientific methods (Iskandar, 2018). The findings of researchers related to the principal's efforts to improve the teaching skills of teachers at SMA Negeri 2 Kayuagung will be described in this study.

In this study, data were gathered through observation, interviews, and documentation. According to Fauzan (2014), the accuracy and completeness of the records compiled through observation, interviews, documentation, and literature study are critical to the success of naturalistic research.

Qualitative data analysis is an effort made with data, organizing it, sorting it into manageable units, synthesizing it, looking for and finding patterns, determining what is important and what can be taught to others (Moleong, 2014). Data analysis is typically performed concurrently with data collection until a conclusion is reached. This study's data analysis techniques included data reduction, data presentation, and drawing conclusions.

C. Results and Discussion

Based on the results of data collection through the documentation above, it can be stated that the overall condition of SMA Negeri 2 Kayuagung, namely the location of the area, educators and teaching staff, students, as well as the facilities and infrastructure, is fairly good. We first made observations about what and how the activities carried out by the school principal in an effort to improve the teaching skill

of teachers included the principal's activities in establishing programs to improve the quality of learning, planning and formulating improvements to teacher teaching skills such as and creating a climate school that are conducive to teachers' teaching skills. Furthermore, we observed how the description of teachers' teaching skills in SMA Negeri 2 Kayuagung included the teacher's skill to plan the teaching and learning process, carry out the learning process, teacher activities in managing the teaching and learning process, and teachers' skill to carry out learning evaluations.

This observation seeks to analyze research needs in order for us to develop a research focus. Following the collection of observation data and the formulation of the research focus, we conducted interviews with three class teachers and one principal from SMA Negeri 2 Kayuagung. The purpose of this study is to determine how the principal's strategy improves the teaching skill of teachers at SMA Negeri 2 Kayuagung. In this study, a qualitative descriptive approach was used with interview techniques, documentation, observation, and a literature review to reinforce the results of data collection. We used an unstructured interview technique that was guided by the grid that we provided in accordance with the focus and sub-focus that we set based on our initial findings. We conducted interviews with informants who were judged by us to be people who could provide accurate information about this research.

Based on the findings of data collection conducted by interviewing informants, it is possible to state that improving the teaching skills of SMA Negeri 2 Kayuagung teachers is carried out in three stages: (1) planning and formulating an increase in the teaching skills of SMA Negeri 2 Kayuagung teachers; (2) improving the teaching skills of SMA Negeri 2 Kayuagung teachers; and (3) evaluating the results of the implementation of improving the teaching skill.

The principal designs and formulates a program to improve the teaching skill of teachers at SMA Negeri 2 Kayuagung by referring to the school's vision and mission. The vision and mission serve as guidelines for school principals in developing short-, medium-, and long-term school programs.

According to the findings of this interview, the principal used the school's vision and mission as a guide in planning and developing school work programs. In particular, the program for improving teachers' teaching skills, which refers to the school's vision, means that SMA Negeri 2 Kayuagung teachers' teaching skills are directed toward becoming educators capable of producing students with high morals, high achievements, and independent personalities.

The findings are consistent with the findings of our observations and documentation data, which show that SMA Negeri 2 Kayuagung teachers not only have the skill to manage learning, but they also have characteristics that can serve as examples for students. One example is the teacher at SMA Negeri 2 Kayuagung, who has good and polite speech and asserts his authority both with colleagues and students. This can also be seen when students truly uphold whole-person values in learning activities and discipline in following school rules.

Based on this vision, SMA Negeri 2 Kayuagung's principal developed a planning program to improve learning quality standards. School principals' learning quality standards are expected to encourage teachers to improve their performance in careful preparation and planning, carrying out effective learning processes, and carrying out objective assessments.

According to the findings of the study, the efforts of the school principal in an effort to improve the teaching skill of teachers, namely 1) plan and establish a program to improve the teaching skill of teachers through the vision and mission of the school, including implementing a program to improve the quality of learning into the vision and mission of the school, then the principal communicates the school's vision and mission related to learning.

The principal establishes the graduate standards that must be met. To ensure that these graduate standards are met, the principal organizes learning activities around achievement goals. Furthermore, the school's principal emphasizes that the teacher's learning evaluation process is objective and long-term. 2) Encouraging teachers to improve their competence and teaching skills by implementing a program to improve teachers' teaching skills. The principal forms a team of senior teachers as executors to help implement the coaching program and improve teaching skills in order for it to run smoothly; and 3) assessing the implementation of the teacher's teaching skill improvement program through assessments used as evaluation information in the implementation of learning activities. Every week and at the end of each semester, evaluation is done in a friendly and open environment with good communication.

According to the findings of Fatmawati, et. al., (2018), the supporting factors for school principal communication to realize the Vision and Mission include: (1) the openness of the school principal; (2) a sense of kinship; and (3) dissemination of the school's vision and mission. Through the realization of the school's vision and mission, which clearly describe the school's ideals, the principal will have a clear direction and picture of the school he leads. According to the study's findings, the principal's efforts to improve teacher professionalism through the realization of the school's vision and mission were quite successful. The principal of SMA Negeri 2 Kayuagung communicates the school's vision so that the entire school community understands it. SMA Negeri 2 Kayuagung's vision emphasizes the importance of quality in education. As a result, the principal is very concerned about the quality of learning.

According to Ginting and Haryati (2012), the principal as a school leader has a high and full responsibility, directly in building commitment and working together with all components in the school in efforts to develop educational quality. As a leader, the principal has the skill to create a vision and turn it into reality, as well as to be a driving force in driving school life and understanding the duties and functions of developing quality education.

According to the research findings, the principal is committed to establishing good cooperation with the entire school community and is fully aware that the

principal cannot carry out the school's vision alone. According to Stronge et. al., (2011), wise school principals recognize that they cannot achieve teaching goals without the participation of other parties. According to observations, the principal actively involves teachers, staff, and other components in various activities. School principals, on the other hand, have not been seen to be active in instilling leadership values in learning for teachers and staff, as well as preparing for leadership succession. The principal is committed to good communication with teachers and staff, but he has not been seen to be active in creating opportunities for collaboration in studying learning problems in order to improve teacher performance.

According to the research findings, the principal is very committed to the quality of learning. However, school principals' efforts to ensure the quality of learning must be supported by improved teacher performance. The lack of efforts by school principals to implement programs to improve teachers' skills to learn research-based learning models, as well as the lack of opportunities for teacher collaboration in studying, analyzing, and finding joint solutions to a learning case, demonstrates a lack of in-depth understanding of the concept as a learning leader.

The point is that the principal is only committed to improving learning quality but has not implemented programs to improve teacher performance to improve learning quality. According to Stronge, et. al., (2011), effective school principals prepare conditions through staff development, which includes integrating professional knowledge and proven successful programs, demonstrating and practicing new skills, mentoring fellow teachers/staff, conducting research based on student data, and studying the effects of new strategies implemented with students.

Furthermore, it is known that the principal of SMA Negeri 2 Kayuagung was not regarded as an important factor in developing strategic policies for schools. Principals are rarely in a position to gather and analyze data to solve a learning problem. Aside from that, the fact that school principals have not actively encouraged teachers to collect, analyze, and study data in order to solve learning problems demonstrates that data-driven problem solving has not yet become a culture in SMA Negeri 2 Kayuagung. Furthermore, effective principals are involved in teaching activities and work hard to provide teachers with the resources they need to stay focused on student achievement. They understand curriculum and instruction, and they encourage teachers to think about and evaluate teaching and its impact on student achievement.

According to the study's findings, school principals are interested in curriculum and learning. One of the indicators is the regularity with which class supervision activities are carried out. These activities, however, have not been carried out optimally in order to improve the quality of learning. Teachers have not assessed supervision as part of the principal's duties to improve teacher quality, so it is often regarded as a terrifying activity. The principal has not actively supported learning programs and activities by providing examples of acceptable behavior. The principal has not spent much time observing and assessing the quality of learning in order to discuss and exchange knowledge about the best learning models with teachers. The point is that school principals have not actively monitored curriculum

implementation and ensured that teachers were following the standard curriculum in class.

The principal of SMA Negeri 2 Kayuagung's efforts to improve teachers' teaching skills are carried out through planning, which begins with identifying all potential problems through a needs analysis carried out by the principal of SMA Negeri 2 Kayuagung. Situations and conditions can be entered as input factors by the needs analyst and then grouped according to their respective contributions. The principal of SMA Negeri 2 Kayuagung can describe the situation that the organization is facing or may face by conducting an initial needs analysis, particularly the needs of SMA Negeri 2 Kayuagung teachers. This needs analysis can also aid in the preparation of a mature plan to achieve goals, both short-term and long-term. Based on the findings of this analysis, the principal of SMA Negeri 2 Kayuagung develops a plan to improve teacher performance at SMA Negeri 2 Kayuagung.

The following step is to create an action plan. The activity plan is created based on the estimated completion time. A long-term strategic plan and an annual operational plan have been developed at SMA Negeri 2 Kayuagung. This is to ensure that the professional development process for SMA Negeri 2 Kayuagung teachers continues indefinitely. The guidance material delivered by the Principal of SMA Negeri 2 Kayuagung in routine meetings aims to encourage SMA Negeri 2 Kayuagung teachers to continuously improve their skills in the field of knowledge and educational foundations, both in terms of learning materials and learning methods, as well as the use of learning media, as well as increasing teachers' skill to conduct research. Principals also work to improve teachers' computer skills and access to data via the internet for learning and research purposes. Furthermore, improving teachers' skill to operate computers and access data via the internet adds insight into learning so that the learning process is not solely focused on existing textbooks and is not monotonous.

The principal of SMA Negeri 2 Kayuagung organizes ongoing training activities by bringing in speakers from outside because, given the many stages in studying, writing scientific papers and the skill of teachers to conduct research is still very low. According to Noorjannah (2015), the difficulties of teachers at SMAN 1 Kauman in writing scientific papers include (a) the teacher's motivation in writing is still low, (b) not having enough free time, (c) a lack of understanding regarding writing techniques, (d) difficulties in finding data, (e) stuttering technology, (f) not having a reference book, and (g) the rise of writing services, (h) the failure of MGMP activities in socializing and writing papers, and (i) a lack of socialization from schools/institutions. Teachers of SMAN 1 Kauman have made efforts to develop professionalism through writing scientific papers as a form of professional development by (a) participating in training/workshops, (b) studying independently, and (c) participating in competitions/tests.

Based on the research findings, it is recommended that the principal conduct ongoing workshops, add library reference books, conduct computer training, use a managerial reward and punishment pattern, control and monitor the MGMP implementation, and control and monitor the activities of the teacher performance

appraisal team and the professional development team. Teachers are expected to understand students' physical, moral, social, cultural, emotional, and intellectual characteristics in order to empower them. With this detailed understanding, the teacher will guide students by adjusting the conditions of each student, so that the teacher can spur the development of students to optimally actualize the various potentials that students have, resulting in learning materials or activities that are well absorbed and goals that are met. It is made easier to foster teacher competence by implementing independent curriculum training workshop activities, which are then followed by intensifying MGMP (Subject Teacher Deliberation) activities. Teachers will benefit greatly from this activity because they will be able to study together technically to compile syllabi, lesson plans, annual programs, semester programs, and other tools.

Then, in order to standardize the assessment system, a workshop was held, followed by the implementation of the assessment guide. This activity is intended to create a standard for student assessment, so that when giving an assessment, a teacher can avoid a subjective attitude and act as objectively as possible. This is critical to implement in order to accurately measure student quality.

The implementation of a class supervision program on a regular basis is one way for the principal to pay attention to the quality of learning by improving the quality of teacher teaching. The principal of SMA Negeri 2 Kayuagung's supervision activities have not been carried out optimally in order to improve the quality of learning. Furthermore, the principal has high expectations for the school and relies on all components' commitment to achieve school goals. The principal maintains positive interpersonal relationships with teachers, students, and staff and is always available to provide motivation and emotional support to them as they carry out their duties on various occasions. The principal of SMA Negeri 2 Kayuagung schedules a meeting with the teacher to discuss ways to improve the teacher's teaching skill. In relation to the commitment to learning quality.

The goal of developing teacher teaching skills is to increase knowledge, insight into thinking, attitudes toward work, and skills in carrying out teaching duties in order to improve teacher performance. The skill to master materials, manage teaching and learning processes, manage classes, manage media or resources, master educational foundations, recognize teaching and learning interactions, assess student achievement, recognize functions and service programs, and recognize school administration are all performance criteria for teachers. Essentially, the development of teacher competence is focused on three fundamental skills: professional skill, personal skill, and social skill.

The principal of SMA Negeri 2 Kayuagung pursued the implementation of the evaluation through effective communication and interaction. With the teachers. This is done so that the evaluation process does not burden the teacher; even through evaluation activities, a sense of brotherhood and a spirit of togetherness can be fostered. This is consistent with Basri's (2014) belief that one of the principal's duties is to persuade teachers of the need for change toward better conditions.

Based on these activities, evaluation and supervision are always properly carried out, as are follow-up efforts and the improvement of deficiencies in the programs that have been implemented. Evaluation and supervision have taken place through a variety of channels, including routine meetings, supervision, and activity inspections. These are some of the efforts made by the Principal of SMA Negeri 2 Kayuagung in carrying out his duties as an educational institution's leader.

Improved teaching skill is one of the supporting factors for efforts to improve the teacher's teaching skill. Teachers are eager to improve their teaching skills through training, workshops, outreach, and MGMP activities. With this activity, teachers can hone their teaching skills by applying relevant methods to each learning process and creating learning tools based on the most recent curriculum. Teachers who are committed to improving their competence have an impact on performance because they facilitate the principal's efforts to improve the teacher's teaching skill. A supportive environment will also encourage teachers to improve their skills. The supporting facilities and infrastructure, as well as adequate facilities, are determined by the teacher's individual environment and sense of kinship.

Aside from the motivational factors of each teacher, the factor of limited school budgets for the implementation of internal activities aimed at improving the teaching performance of SMA Negeri 2 Kayuagung teachers is one of the technical factors that school principals face in improving the teaching skill of SMA Negeri 2 Kayuagung teachers. According to the findings of Ikbal (2018)'s research, the supporting factors for increasing teacher competence include providing programs that provide professional certification allowances from the government, as well as providing supervision and development programs. The implementation is hampered by conflicts with the teacher's activity schedule and budget constraints. According to Susanti (2017), good human resources and high commitment from teachers, a supportive environment, facilities, and infrastructure are both supporting and inhibiting factors for school principals' efforts to improve teacher competence. Individual factors are the stumbling blocks.

The research findings then stated that the factors that support teachers in improving their professional competence are the teacher's own desire to increase knowledge and skills, obtain a certificate, and the need for advancement. Furthermore, the principal's role as a motivator influences the development of teacher professional competence. Being away from family, leaving students for an extended period of time, having to find a substitute teacher, and physical constraints due to age are all inhibiting factors or obstacles that affect teachers' professional competence.

Based on the description of all of these activities, it is clear that the principal's efforts to improve the teaching skills of SMA Negeri 2 Kayuagung teachers have been successful, despite the fact that several obstacles were encountered during their implementation. The principal's efforts to improve SMA Negeri 2 Kayuagung teachers' teaching skills have resulted in increased professional competence. The teacher's competence, personality, expertise, knowledge, and skills will all improve. Teachers are aware of their critical role in efforts to educate students. SMA Negeri 2

Kayuagung teachers recognize, respond to, and present themselves as a teacher with character who can be an example for students, and they constantly develop their professionalism with attitude, discipline, teaching methods, use teaching materials, keep up with the times, and try to develop themselves.

The findings of this study are supported by research from Hanum et al., (2020), who found that elementary school principals' efforts to improve school quality through developing teacher quality in this study are to emphasize controlling learning activities that suit the needs and conditions of students, being patient, and having responsibility. A school principal's role as a supervisor can be related to implementation of collegial supervision. This is done so that teachers can express learning problems in an open, honest, and enthusiastic manner. The principal divides development and training activities into two categories: internal, such as sharing fellow teachers or with the principal, and external, such as the MGMP, which can typically take the form of workshops, seminars, with various themes raised and bringing in expert speakers from outside.

According to Anisari et al (2017), school principals implement strategies to improve learning quality by involving teachers in training activities, workshops, seminars, and so on to increase teacher knowledge and insight in the world of education, emphasizing discipline in terms of study time utilization, making learning devices and clothing, supervising in terms of preparing learning devices and implementing learning.

The principal's efforts to improve teacher professional competence include the following: the principal always provides training or workshops for teachers, the principal always supervises all teachers, the principal always provides motivation and appreciation to teachers, personal communication between the principal and the teacher, participation in training (Istighfarin, 2019).

The results of research conducted by Nurchasanah and Mudofir (2018) state that the development of teacher performance in improving the quality of student learning is carried out by (1) analyzing existing programs, namely by following up on programs that are already running, such as creating work programs that can develop teacher performance; and (2) doing so by giving a mandate to the curriculum section to arrange schedules and assign tasks; (3) allowing teachers to participate in activities aimed at developing teaching professionalism, such as seminars, further studies, workshops, and so on; (4) evaluating the programs that have been implemented, supervising teachers while teaching, and coaching.

D. Conclusion

Based on the findings of the research and discussion, it is possible to conclude that the teaching skills of the Kayuagung 2 Public High School teachers are in good condition, as evidenced by indicators of the skill to plan lessons, in which the Kayuagung 2 Public High School teachers are able to properly prepare learning administration (syllabi, lesson plans, study journals) as well as everything required in the teaching and learning process. The indicators then carry out learning in which the

teacher can condition the class before the teaching and learning process begins. Teachers at SMA Negeri 2 Kayuagung can become role models for students by paying attention to and motivating them. So that students are encouraged to grow and progress. Teachers have high competence in the learning evaluation indicators, indicating that they can master teaching materials well.

The school principal's efforts to improve the teaching performance of SMA Negeri 2 Kayuagung teachers are carried out by (1) designing and formulating a program to improve the teaching skills of SMA Negeri 2 Kayuagung teachers in accordance with the school's vision and mission. The vision and mission serve as guidelines for school principals in developing short, medium, and long-term school programs. SMA Negeri 2 Kayuagung's work program is based on the school's vision and mission. The school's vision, namely having morals, achieving, and being independent, implies that teachers must be capable of realizing students who excel in morals and live with high independence. (2) Implementing a program to improve the teaching skills of SMA Negeri 2 Kayuagung teachers by transforming the program into a strategic program for the development of educators and education staff.

In the HR improvement program for SMA Negeri 2 Kayuagung, which scheduled several activities such as increasing the skill to manage classes, an independent curriculum training program, classroom action research for SMA Negeri 2 Kayuagung teachers, monitoring, supervision, evaluation, reports, and follow-up; (3) evaluation of the implementation of the teaching skill improvement program for SMA Negeri 2 Kayuagung teachers by emphasizing the school's goals, namely to increase the skill to manage classes, an independent curriculum training program. The principal can learn about the teacher's mastery of learning management and the teacher's mastery of subject matter broadly and in depth according to the content standards of the subjects taught from the evaluation results. The evaluation activity then seeks to determine whether the training activities that teachers regularly attend are effective.

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