

PRINCIPAL DEVELOPMENT OF CERTIFIED TEACHERS TO ENHANCE THE QUALITY OF LEARNING IN BABAHOT DISTRICT ELEMENTARY SCHOOLS, SOUTHWEST ACEH REGENCY

Irfandri¹, Khairuddin², Bahrun³

¹Master of Educational Administration Program, Postgraduate School, Universitas Syiah Kuala

^{2,3}Educational Administration Master's Program, Universitas Syiah Kuala

Correspondence Address : Educational Administration Master's Program, Universitas Syiah Kuala

Corresponding E-mail: irfandriirfandri638@gmail.com

Abstract

Certified teacher development is assistance or a series of efforts carried out by school principals towards certified teachers in conducting professional competence improvement to enhance the quality of education. The purpose of this research is to determine the implementation of principal's coaching for certified teachers in improving the quality of education, including: planning; implementation; follow-up, and obstacles. This research was conducted qualitatively with a case study research design. Data collection techniques included interviews, observations, and documentation. Data validity checking techniques included more thorough observations and triangulation testing. Subjects in this study were school principals and certified teachers. The findings of the research are as follows: (1) Academic supervision planning begins at the beginning of the academic year with a work meeting involving the school principal and certified teachers. The coaching program includes supervision, training, and technical guidance. The coaching focus includes: lesson plan supervision, RPP monitoring, learning process, and assessment of learning outcomes; training to improve teachers' competencies in IT; (2) Implementation is carried out with coaching approaches conducted directly and indirectly. The coaching pattern is divided into two, namely academic and non-academic. The academic coaching pattern includes two activities, namely classroom visits and observations, while the non-academic coaching pattern is carried out through personal guidance and group guidance; (3) Follow-up in coaching uses coaching techniques in individual coaching activities as a follow-up to academic supervision activities, with the aim of making teachers aware of their potential so that they realize that their weaknesses can be maximized through their own potential; (4) Principal's time constraints in coaching activities due to heavy workloads, limited certified teachers' competencies in IT, frequent changes of school principals, inadequate facilities and infrastructure, and limited BOSP fund budgets in conducting training and technical guidance.

Keywords : *Coaching, School Principal, Certified Teachers, Learning Quality*

1. INTRODUCTION

In this case, the management of educational institutions involves at least teachers, facilities and infrastructure, media, as well as leadership, coaching, and supervision. Related to the issue to be explored in this study is the coaching and supervision of school principals in educational institutions. Quality education can be seen from the quality of its human resources, especially the quality of its teachers. Teachers are educators, required to improve their professionalism in carrying out various core tasks, such as educating students, teaching various subjects to students, guiding students in the learning process, assessing, training, directing students, and evaluating students at various educational levels. One of the teacher's duties that needs to be understood is the role as a school principal. According to Mulyasa (Muktar, 2015: 104), "the school principal is included in the components of education that play a role in improving the quality of education." The highest leadership in schools is the school principal; therefore, the school principal is always fully responsible for the implementation of education in the school. The school principal's ability to carry out managerial tasks in the school, utilizing various facilities available at the school, conducting supervision and training for teachers and educational staff at the school. The school

PRINCIPAL DEVELOPMENT OF CERTIFIED TEACHERS TO ENHANCE THE QUALITY OF LEARNING IN BABAHROT DISTRICT ELEMENTARY SCHOOLS, SOUTHWEST ACEH REGENCY*Irfandri¹, Khairuddin², Bahrin³*

principal can be said to be the highest career level for teachers in the education sector. The definition of a school principal is regulated in Minister of Education and Culture Regulation No. 15 of 2018 in article 1 paragraph 2 concerning the Fulfillment of Teacher Workload, School Principals, and School Supervisors, which states: "The School Principal is a Teacher assigned to lead and manage Kindergarten (TK) or equivalent forms, Elementary Schools (SD), Junior High Schools (SMP), Senior High Schools/Vocational Schools (SMA/SMK)."

Based on this regulation, the school principal is a teacher assigned to be a leader in various levels of basic to upper secondary education. A teacher who has the appropriate competencies as a school principal and has met certain qualifications and requirements can become a school principal. As a school principal with a significant role in leading the school, the school principal no longer has the obligation to teach. This is regulated through Minister of Education and Culture Regulation No. 15 of 2018 in Article 9 Paragraph 1 regarding the fulfillment of teacher workload, school principals, and school supervisors, which states, "The School Principal carries out tasks including: (1) managerial tasks; (2) developing entrepreneurship; (3) supervising teachers and educational staff."

Based on this regulation, the school principal does not have the obligation to teach but focuses more on three main things in managing the school environment, developing entrepreneurship for school members, and providing supervision and performance assessment for teachers and educational staff at the school. In addition, the school principal also has other duties, such as being a teacher, manager, administrator, supervisor, leader, innovator, motivator, and so on. According to Ramdani (2018:71), "the school principal plays an important role in shaping the character and performance of the school, especially in leadership style and school member creativity." The school principal must have a vision, mission, creativity, and innovation and be oriented towards quality.

This strategy is a systematic effort by the school principal to continuously improve service quality, focusing on teachers and other educational staff so that the educational institution under his/her leadership can function effectively. As a leader and supervisor in the school, the role and responsibilities of the school principal are very strategic in improving the performance of teachers and other educational staff. In essence, certification is a government effort to improve the quality of education in Indonesia by improving the quality and welfare of teachers. To improve the quality of teachers with characteristics assessed as competent, one way is through certification. It is hoped that all teachers in Indonesia will eventually have certification or teaching licenses. Of course, with the criteria of teachers assessed as competent professionally.

This is the implementation of the Teacher and Lecturer Law Number 14 of 2005 concerning teachers and lecturers in Chapter IV Article 8 which states, "Teachers must have academic qualifications, competencies, teaching certificates, physical and spiritual health, and the ability to achieve national educational goals." Teacher certification is not only aimed at obtaining educator certification but with certification, it is hoped that the performance of teachers will improve and the National Education goals will be achieved. Certified teachers are expected to become professional teachers, teach well, develop their knowledge, and uphold the teaching profession so that the teaching profession will be more appreciated and no longer underestimated.

2. IMPLEMENTATION METHOD

The school principal is a teacher entrusted with the responsibility of leading various levels of basic to upper secondary education. The principal plays a crucial role in school leadership and is no longer required to teach, focusing instead on managerial duties, entrepreneurship development, and supervision of teachers and educational staff. The principal must also understand the learning process directly and indirectly, and has several functions such as educator, administrator, supervisor, manager, innovator, leader, and motivator in carrying out their duties. Teacher certification is a competency testing process to demonstrate someone's competency as a basis for certification. Teachers must have academic qualifications, competence, teaching certificates, and

the ability to achieve national educational goals. Teacher certification aims to improve teacher quality and education continuously. Educational supervision by the school principal aims to assist teachers in performing their duties and improve their professional skills. The principal plays a crucial role in improving education quality through supervision, mentoring, and monitoring of teachers to achieve educational goals.

2.1 Research Approach

This study employs a qualitative research approach. According to Bogdan and Taylor (Lexy J. Moleong, 2012: 4), qualitative methodology is a research procedure that produces descriptive data in the form of written or spoken words from people and observable behaviors. This research does not aim to test specific hypotheses, as stated by Suharsimi Arikunto (2010: 234), who notes that descriptive research is not intended to test specific hypotheses but rather to describe variables, phenomena, or conditions as they are.

The objective of this study is to generate descriptive data that depicts the supervision of certified teachers by principals in improving the quality of learning at Babahrot Subdistrict Elementary Schools in Southwest Aceh Regency. Moleong (2017: 22) states that qualitative research aims to understand phenomena experienced by research subjects holistically, using words and language, within a specific natural context, and employing various natural methods. Furthermore, Sugiyono (2016: 38) asserts that qualitative research is based on post-positivist/interpretive philosophy, used to study natural object conditions (as opposed to experiments), where the researcher is the key instrument, data collection techniques involve triangulation (combination), data analysis is inductive/qualitative, and the results emphasize meaning rather than generalization.

Based on the explanations above, the focus of qualitative research is on process and meaning (subject perspective), utilizing theoretical foundations as a guide to ensure that the research stays focused on the facts in the field. These theoretical foundations also serve to provide a general overview of the research background and as a basis for discussing the research findings.

2.2 Location and Time of Research

The issue related to the research methodology is the location of the study. Sukardi (2021:53) explains that "the research location is the place where the study process used to obtain solutions to research problems takes place." The location for this research is at SD Negeri 1 Babahrot and SD Negeri 5 Babahrot in Southwest Aceh Regency. This research will be conducted for 3 (three) months, from January to March 2024. Data collection, data processing and analysis, report writing, research result seminars, revisions, and report printing must be in accordance with the research permit issued.

2.3 Research Subjects

Research subjects are the source of data that provide clarity regarding the object under study. In qualitative research, subjects are limited to sources that provide complete and accurate information about several events, humans, and observed situations. The research subjects in this study are the certified school principals and teachers at SD Negeri 1 Babahrot and SD Negeri 5 Babahrot, Southwest Aceh Regency, who are being studied. All of these subjects are expected to provide data on technology-based information management.

2.4 Research Instruments

Research instruments in qualitative research are primarily the researchers themselves. However, once the research focus becomes clear, simple research instruments may be developed to complement and compare data found through observation and interviews (Sugiyono, 2009: 224-225). Data in this study were collected using observation guidelines and interview guidelines.

PRINCIPAL DEVELOPMENT OF CERTIFIED TEACHERS TO ENHANCE THE QUALITY OF LEARNING IN BABAHROT DISTRICT ELEMENTARY SCHOOLS, SOUTHWEST ACEH REGENCY*Irfandri¹, Khairuddin², Bahrin³***1. Observation Instrument**

Observation is used to obtain data on social situations, including the place, actors, and activities. The researcher used an observation guide to observe the implementation of information and communication technology-based learning in schools.

2. Interview Instrument

Interviews aim to obtain data through direct questioning. Interviews were conducted with the principal and certified teachers to understand the supervision of the principal over certified teachers in improving the quality of learning at SD Negeri 1 Babahrot and SD Negeri 5 Babahrot, Southwest Aceh District. These interviews used interview guides for principals and certified teachers regarding the supervision of principals over certified teachers in improving the quality of learning at elementary schools in Babahrot District, Southwest Aceh Regency.

2.5 Credibility Testing

The scientific quality of a study is also determined by the validity of the data obtained by the researcher, which is based on a number of specific criteria. According to Sugiyono (2009:270), "Data validity testing in qualitative research includes credibility testing, transferability testing, dependability testing, and confirmability testing." In testing data validity, researchers use credibility testing. In this study, credibility testing is conducted using triangulation.

According to Sugiyono (2009:273), "Triangulation is checking data from various sources in various ways and at various times." The triangulation used by the researcher is technique triangulation. Technique triangulation is done by checking data with the same source but using different techniques obtained through observation, interviews, and documentation. If the data validity testing techniques produce different data, the researcher then engages in further discussion with the data sources or others to ascertain which data is considered correct or possibly correct due to differing perspectives.

2.6 Data Collection Techniques

Data collection techniques are the methods used to gather data. These techniques are crucial in research because the collected data will be the basis for the research analysis. In qualitative research, data collection is conducted in natural settings and relies on primary data sources. The data collection techniques used in this research are observation, interviews, and documentation.

1. Observation

Observation is a method of data collection that involves directly observing a research object and systematically recording the observations. Suharsimi Arikunto (2010: 199) states that: "Observation, also known as monitoring, involves paying attention to an object using all senses. Based on the data collection process, observation can be divided into participant observation and non-participant observation." In this research, data is collected using the non-participant observation technique. Sugiyono (2011: 204) explains that: "Non-participant observation is an observation where the researcher is not directly involved and only acts as an independent observer."

2. Interviews

Suharsimi Arikunto (2006: 155) defines an interview as "a dialogue conducted by an interviewer to obtain information from the interviewee." Esterberg (Sugiyono, 2011: 233) distinguishes interviews into three types: structured, semi-structured, and unstructured interviews. In this research, data is collected using the semi-structured interview technique. Semi-structured interviews combine aspects of both free-form and structured interviews. The researcher conducts semi-structured interviews with a guide that outlines the key topics to be discussed.

3. Documentation

Documents are records of past events (Sugiyono, 2009: 240). Documentation is used as a supplement to observation and interview methods. The documentation used includes pictures of student activities during learning, field notes, and written archives related to the supervision of certified teachers by the school principal in improving the quality of learning at Elementary Schools in Babahrot District, Southwest Aceh Regency.

2.7 Data Analysis Techniques

After the data is collected, the next step for the researcher is to analyze the data. According to Sugiyono (2009: 244), "Data analysis is the process of searching for and systematically arranging data obtained from interviews, field notes, and other materials so that they are easily understood." Furthermore, Nasution (Sugiyono, 2009: 243) states that "Data analysis has begun since formulating and explaining the problem, before going into the field and continues until the research results." However, in qualitative research, data analysis is more focused during the fieldwork simultaneously with data collection. According to Miles and Huberman (Sugiyono, 2009: 246), activities in qualitative data analysis are done interactively and continuously until completed, so that the data becomes saturated. The activities in data analysis include data collection, data reduction, data display, and conclusion drawing/verification.

- **Data Collection**
Data collection is the activity in the field to collect the necessary data for the research. Data collection is done using the planned data collection method. When collecting data, the data analysis process has already begun by reading, studying, and examining the available data from various sources.
- **Data Reduction**
The data obtained in the field are quite numerous, and the number increases if the researcher spends more time in the field. Therefore, data analysis needs to be immediately done through data reduction. Sugiyono (2009: 247) states that reducing data means summarizing, selecting essential things, focusing on important things, and looking for themes and patterns.
- **Data Display**
After reducing the data, the next step is to present the data. Sugiyono (2009: 249) states that in qualitative research, data presentation can be done in the form of brief descriptions, diagrams, relationships between categories, flowcharts, and the like. According to Miles and Huberman (Sugiyono, 2009: 249), the most commonly used method for presenting data in qualitative research is through narrative text, matrix graphics, networks, and charts.
- **Conclusion Drawing**
The next step is drawing conclusions and verification. The initial conclusions presented are still tentative and will change if strong evidence supporting them is not found in the next data collection stage. However, if the conclusions presented at the initial stage are supported by valid and consistent evidence when the researcher returns to the field to collect data, then the conclusions presented are credible.

3. RESULTS AND DISCUSSION

As a leader, the school principal has the primary responsibility for nurturing and developing the professionalism of teachers and staff. In article 32 paragraph (1) of Law number 14 of 2005, it is stated that professional development and improvement are described as including competence in "personality, pedagogy, social skills, and professional competence." These abilities or competencies are essential for teachers in carrying out their teaching and educational duties.. This development aims to achieve the desired learning goals, and the principal must lead effectively so that the teachers in the school can continually improve the quality of their teaching and education. This development is a form of assistance or effort undertaken by the principal and

PRINCIPAL DEVELOPMENT OF CERTIFIED TEACHERS TO ENHANCE THE QUALITY OF LEARNING IN BABAHROT DISTRICT ELEMENTARY SCHOOLS, SOUTHWEST ACEH REGENCY

Irfandri¹, Khairuddin², Bahrin³

relevant parties to enhance the professional competence of teachers, enabling them to perform their duties to high and efficient standards. In this context, supervision or teacher development is a way to improve the abilities, skills, and competencies of teachers in teaching, with the principal as a leader who has the right strategies and leadership patterns to achieve the desired learning goals.

3.1 Planning a School Principal's Development Program for Certified Teachers to Improve the Quality of Learning at SD Negeri 1 Babahrot and SD Negeri 5 Babahrot

The quality of learning is highly dependent on the quality of teachers, especially certified teachers. Certified teachers are educators whose professionalism is recognized, and they are expected to maintain the quality of their professionalism in carrying out teaching and educational tasks. One of the important responsibilities of school principals is to develop their teachers to continually improve their professionalism. The program for developing certified teachers at SD Negeri 1 Babahrot and SD Negeri 5 Babahrot is designed by involving teachers in the early academic year meetings, with the aim of improving the quality of learning. The academic supervision program is designed according to the actual conditions in each school and is scheduled in detail, with measurement using academic supervision instruments.

The research results show that this academic supervision program is based on previous supervision results discussed with teachers. The program is developed with attention to 'SMART' criteria (Specific, Measurable, Achievable, Realistic, Time Bound) as recommended in the Depdiknas PMPTK guidelines. The purpose of this program is to improve teachers' skills in conducting learning, guide teachers in solving problems, and evaluate teachers' performance. Academic supervision aims to develop, guide, and provide direction to teachers to develop their professional abilities in order to create a better learning atmosphere.

In the context of quality learning, the program for developing and supervising teachers designed by school principals is very important. The program is designed with the aim of achieving the desired quality of learning. Thus, systematically organized academic supervision is expected to help teachers improve the quality of learning, in line with the desired learning goals. If this development and supervision can be carried out effectively, it is hoped that a good synergy will be created between school principals, teachers, and all school staff in achieving better educational goals.

3.2 Implementation of the School Principal's Coaching Program for Certified Teachers to Improve the Quality of Learning at SD Negeri 1 Babahrot and SD Negeri 5 Babahrot

A good and responsible school principal should have a forward-looking vision for the continuity of the school's operations and the improvement of education quality. One of the efforts made is through mentoring to certified teachers, as they have been given additional income to support their professionalism by the government. The role of the school principal is crucial in enhancing the competence of certified teachers through mentoring and supervision. The school principal not only serves as the head of the school and an administrator but also as a supervisor who uses supervision techniques to improve the professional quality of teachers. This is in line with Purwanto's explanation (Lubis et al., 2018: 187) that the patterns of mentoring and supervision of teachers can be classified into two categories, namely individual techniques and group techniques.

The mentoring patterns implemented by the school principal as a supervisor in each school can vary depending on the situation and conditions. However, the mentoring provided by the school principal to certified teachers at SD Negeri 1 Babahrot and SD Negeri 5 Babahrot is in accordance with the established regulations. This mentoring pattern is divided into two categories, namely academic and non-academic mentoring. Academic mentoring includes class visits and observations, while non-academic mentoring is conducted through personal and group guidance. The school principals at SD Negeri 1 Babahrot and SD Negeri 5 Babahrot conduct periodic class visits, in line with the research data collected. Observation is carried out as a supervision technique

to assist teachers in developing and improving their professional competence. Additionally, information from informants also indicates that observations are conducted actively.

The academic and non-academic mentoring activities conducted by the school principal to certified teachers at SD Negeri 1 Babahrot and SD Negeri 5 Babahrot involve group discussions. This mentoring aims to discuss obstacles or problems in the teaching and learning process. Meetings conducted by the school principal are not only one-way but also involve teacher participation in reaching the desired agreements. The research also indicates that these meetings discuss work programs, curriculum development, extracurricular activities, and current issues. The post-observation meetings conducted by the school principal at SD Negeri 1 Babahrot and SD Negeri 5 Babahrot use both individual and group techniques and a collaborative approach. This supervision activity aims to improve the professional competence of teachers and the quality of education. All supervision activities, including class visits, observations, and guidance, are carried out in accordance with applicable regulations and have an impact on improving the quality of learning.

3.3 Follow-up of the school principal's mentoring program for certified teachers to improve the quality of learning at SD Negeri 1 Babahrot and SD Negeri 5 Babahrot.

The follow-up of the school principal's mentoring program for certified teachers is necessary to have a tangible impact on improving teachers' professionalism and the quality of education in schools. This follow-up can take the form of reinforcement and appreciation for teachers who have met the standards, while those who have not can receive constructive criticism and the opportunity to undergo further training. Research results indicate that the follow-up of the mentoring program is carried out through several stages, such as establishing action planning programs, implementing follow-up actions, and evaluating and supervising the follow-up of the mentoring program.

The academic supervision conducted by the school principal provides an overview of teacher competence based on the analysis of supervision results. This follow-up is done for common issues that need improvement after obtaining the results of supervision analysis. The school principal can develop teaching skills development programs or enhance teacher professionalism based on the results of academic supervision. Follow-up supervision activities can be carried out through direct and indirect mentoring, such as providing examples, discussions, training, and consultations.

In the mentoring activities, the school principals of SD Negeri 1 Babahrot and SD Negeri 5 Babahrot use coaching techniques to provide feedback to certified teachers. Coaching is carried out through several stages, such as determining the purpose of the conversation, identifying teacher issues, making action plans, and asking teachers to take responsibility for the commitments they have made. This mentoring follow-up is expected to have a positive impact on teachers in improving the quality of teaching.

The importance of follow-up from mentoring activities is to produce positive behavioral changes in certified teachers. This follow-up needs to be planned, implemented, and evaluated earnestly by the school principal to ensure that mentoring truly has a positive impact on teachers in improving the quality of education. The existence of follow-up from the mentoring program marks the end of the implementation of supervision activities and is expected to increase teacher professionalism and the quality of education in the school.

3.4 Barriers in implementing the school principal's mentoring program for certified teachers to improve the quality of teaching in SD Negeri 1 Babahrot and SD Negeri 5 Babahrot.

In program implementation, obstacles are natural and often encountered. One of the hindering factors in academic supervision is the limited time of school principals due to the multitude of tasks, resulting in suboptimal guidance for certified teachers. Fauziah (Amelia et al., 2023: 60) emphasizes the importance of supervision that encourages teachers to excel. However, most school principals face difficulties in implementing certain supervision techniques, mainly due

PRINCIPAL DEVELOPMENT OF CERTIFIED TEACHERS TO ENHANCE THE QUALITY OF LEARNING IN BABAHOT DISTRICT ELEMENTARY SCHOOLS, SOUTHWEST ACEH REGENCY*Irfandri¹, Khairuddin², Bahrin³*

to their limited time. Obstacles in supervision also come from teachers, such as their unpreparedness for supervision, incomplete mastery of all learning materials, or inability to attend supervision sessions. Additionally, there are obstacles in terms of facilities and infrastructure, such as limited LCD projectors or inadequate laptops for teachers. Other issues include the lack of senior teachers to assist in supervision, limited funding, and the lack of teacher participation in supervision activities.

To overcome these obstacles, several steps can be taken. Increasing the availability of resources, such as involving deputy principals and senior teachers in supervision, can help in its implementation. School principals also need to plan supervision carefully and prioritize important aspects. Furthermore, increasing teacher participation in supervision activities is key to ensuring its success. Although all certified teachers are considered to have professional competence, some are still not optimal in carrying out their duties. Teachers need to be more active in preparing administration and conducting teaching. Good evaluation and follow-up can help minimize problems and improve the effectiveness of future guidance.

In the context of SD Negeri 5 Babahrot, some obstacles experienced by school principals include a lack of commitment and readiness among teachers in performing their duties, as well as a lack of confidence when being supervised. In conclusion, these obstacles need to be addressed through increased availability of resources, careful planning, increased teacher participation, and good evaluation for more effective guidance.

4. CONCLUSION

Based on the research findings and discussions on the school principal's guidance program to improve the quality of learning at SD Negeri 1 Babahrot and SD Negeri 5 Babahrot, several conclusions can be drawn as follows:

- 4.1 Planning of school principal's guidance for certified teachers becomes the basis and reference for the implementation of these activities. The planning of the guidance program for certified teachers at SD Negeri 1 Babahrot and SD Negeri 5 Babahrot is prepared during the initial meeting of the new academic year. The planning of the school principal's guidance activities at SD Negeri 1 Babahrot and SD Negeri 5 Babahrot begins with the principal holding a meeting with certified teachers. The meeting agenda will discuss the planning activities to be carried out by: 1) determining the implementation schedule to adjust to other school programs; 2) determining the implementation time per month, quarter, and semester; 3) determining the target of supervision activities, including planning, implementation, and evaluation of the learning process of teachers in the classroom; 4) preparing equipment such as assessment instruments and reporting formats. Furthermore, a clear and detailed academic supervision program with its schedule is established; and 5) conducting follow-ups to ensure that all planned activities continue to run smoothly. All these programs will be measured using academic supervision instruments. The planning of guidance activities is carried out to achieve the set goals, which is to improve teacher competence and the quality of learning. The principal stated that guidance planning is carried out periodically, gradually, and of course, continuously. If the implementation is carried out according to the plan, it will definitely bring positive changes in achieving the set goals.
- 4.2 To improve the competence of certified teachers, the role of the school principal is crucial in guiding and supervising these teachers. Therefore, besides the duty of being a school principal and an administrator, the principal also acts as a supervisor. Supervision techniques are used to guide and supervise the quality or professionalism of teachers. From the research results, the guidance pattern carried out by the school principal at SD Negeri 1 Babahrot and SD Negeri 5 Babahrot is divided into two categories: academic guidance pattern and non-academic guidance pattern. The academic guidance pattern is divided into two activities: class visits and observations, while the non-academic guidance pattern is done through personal guidance and group guidance. The guidance pattern implemented by the principals of SD Negeri 1 Babahrot

and SD Negeri 5 Babahrot is by periodically visiting classes. This is in line with the research data that has been collected. The school principal supervises by observing, and this activity aims to ensure that all teachers do not feel watched or searched for their mistakes, but are assisted in their development and improvement of their professional competence.

- 4.3 Follow-up activities are carried out by the school principal after completing all stages of the guidance implementation. The results of the guidance implementation will be re-analyzed based on the data collected during the implementation. Problems and weaknesses found when teachers conduct their teaching in the classroom will be addressed and guided with direct or indirect approaches. The school principal will provide solutions to the problems faced by teachers, with the hope that teachers can accept improvement inputs from the principal and immediately implement them. Therefore, this follow-up needs to be planned, implemented, and evaluated by the school principal so that the guidance can truly have a positive impact on the professional competence of teachers in improving the quality of learning. The guidance implementation uses coaching techniques in individual guidance activities as a follow-up to academic supervision activities. By using coaching conversations, teachers do not feel burdened or blamed. In fact, teachers realize that their weaknesses can be maximized through their own potential. Therefore, I use conversation with coaching techniques with the aim that teachers can realize their potential and improve their professionalism, which will have a real positive impact on improving teacher professionalism and achieving improved learning quality.
- 4.4 In the implementation of guidance, problems or obstacles may arise, resulting in obstacles in the guidance process. From the research findings, several problems were found at SD Negeri 1 Babahrot and SD Negeri 5 Babahrot. The principal stated that the problems that occur in the implementation of guidance are not too serious. The main problem usually arises because of schedule adjustments that need to be made again. Usually, the main issue is the scheduled guidance that has been planned will change due to several reasons, such as the principal suddenly receiving a meeting invitation and teachers' absence due to certain reasons. Therefore, if the time overlaps with other activities, especially those that are sudden, the implementation of the next guidance will be adjusted. The principal also hopes that teachers will make better use of technology during guidance implementation. The reason for using Information and Communication Technology (ICT) in the learning process is so that the principal can assess the extent of teachers' abilities and knowledge in utilizing ICT in the learning process. From the research findings, several obstacles were found in the implementation of guidance at SD Negeri 1 Babahrot and SD Negeri 5 Babahrot, including lack of attention to supervision socialization by teachers, insufficient preparation by teachers, incomplete and inappropriate learning tools, supervision schedules that often change due to supervisor or teacher obstacles, insufficient teacher ability in utilizing IT-based learning media, limited facilities and infrastructure, changes in school principals, and other problems related to budget and motivation. From these findings, it can be understood that there is still room for improvement and evaluation in the implementation of future guidance. It is hoped that with the ongoing guidance activities, all obstacles will gradually be reduced.

REFERENCES

- Amelia *et al.* *Implementasi Efektivitas Supervisi Pendidikan terhadap Mutu Pendidikan. Sublim: Jurnal Pendidikan*, 48–62 (2023).
- Karwati, W. *Supervisi Akademik Untuk Meningkatkan Kompetensi Guru Sdn Santaka Kecamatan Cimanggung Dalam Melaksanakan Standar Proses Tahun Pelajaran 2018/2019. Jurnal Pedagogik Pendidikan Dasar*, 41–97 (2019).

PRINCIPAL DEVELOPMENT OF CERTIFIED TEACHERS TO ENHANCE THE QUALITY OF LEARNING IN BABAHROT DISTRICT ELEMENTARY SCHOOLS, SOUTHWEST ACEH REGENCY

Irfandri¹, Khairuddin², Bahrin³

-
- Lubis, D. T. A., Mustafa, M. N. & Gimin. Pola Pembinaan dan Pengawasan Kepala Sekolah dalam Meningkatkan Disiplin dan Kinerja Guru di SMP Negeri Sekecamatan Ujungbatu Kabupaten Rokan Hulu, Riau. *Jurnal Manajemen Pendidikan*, 183–196 (2018).
- Muhajirah, Rahman, d. & Nursita, I. *Problematika Dalam Pelaksanaan Supervisi Pendidikan. Journal of Management Education*, 84–96 (2023).
- Nursyifa, A. & Nurzaman. Pembinaan Kepala Sekolah Dalam Upaya Meningkatkan Mutu Pendidikan. *Jurnal Loyalitas Sosial*, 1–12 (2019).
- Nurmalina. Kompetensi Kepala Sekolah Sebagai Supervisor Dalam Meningkatkan Profesional Guru Pada Smp Negeri 2 Mesjid Raya. *Jurnal As-Salam*, 61–70 (2018).
- Nurwahidah & Ansar. Pelaksanaan Supervisi Akademik Kepala Sekolah. *Jurnal Administrasi, Kebijakan dan Kepemimpinan Pendidikan* 151–161 (2020).
- Tursnia, S. R., Neviyarni & Firman. Ketentuan Pengawas Dalam Pelaksanaan BK di Sekolah. *Journal resource center*, 166–172 (2022).
- Panzola, N. F. *Proses dan Teknik Supervisi. Jurnal Manajemen Pendidikan*, 1–4 (2019).
- Peraturan Menteri Pendidikan Nasional Republik Indonesia Nomor 41 Tahun 2007 Tentang Standar Proses Untuk Satuan Pendidikan Dasar dan Menengah. Kementerian Pendidikan Nasional 1–11 (Jakarta, 2007).