

The Role of School Principals in Growing KaTeacher Literacy Practice at SMP Muhammadiyah 12 GKB Gresik

Ichwan Arif

SMP Muhammadiyah 12 GKB

ARTICLE INFORMATION

Keywords:

Headmaster,
Literacy Character,
Teacher at Muhammadiyah
Middle School 12 GKB Gresik

ABSTRACT

Literacy character, especially writing, is very important for teachers to have in their competence. This character will increase and develop when the school principal has a vision, mission and commitment to improving it. One of them is Sustainable Professional Development (PKB), which is the school's flagship program. Through this role, the principal can provide motivation, enthusiasm and appreciation to teachers in improving scientific competence in the field of writing. From this background, the research objectives of this paper are (1) to find out how the principal of Muhammadiyah 12 Middle School (Spemdalas) GKB Gresik develops teachers' literacy skills and (2) to find out the role of the principal of Muhammadiyah 12 Middle School (Spemdalas) GKB Gresik in developing teacher literacy abilities. The method used in this paper is a quantitative research method. This method is to explore or photograph social situations that will be researched thoroughly, broadly and in depth. The aim is to systematically describe the facts or characteristics of a particular population or a particular field in a factual and accurate manner. IHT is a model and strategy for school principals in providing enlightenment in improving writing skills through internal training carried out by the school. External training as schools send teachers to take part in training held by agencies outside the school. Gathering is a medium for appreciating school principals when writers achieve proud achievements. The results of this research, the principal of Muhammadiyah 12 Middle School GKB Gresik used IHT strategies, external training and gatherings to develop teachers' literacy character. With these 3 strategic steps, teachers at SMP Muhammadiyah 12 GKB Gresik have the opportunity and motivation to improve their scientific competence, especially in terms of literacy characteristics in writing opinions and news about school and student activities.

Corresponding author:

Ichwan Arif, S.S., M.Hum.
Ichwana08@gmail.com

INTRODUCTION

The role of the principal has a very significant contribution to the progress of the school. It is in the hands of the school principal that the direction and direction of education in the school can be directed and determined according to targets, especially regarding the quality of educators.

This is very reasonable, according to Republic of Indonesia Law Number 20 of 2003 concerning the National Education System CHAPTER I article 1 paragraph 1, Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble morals, and skills needed by oneself, society, nation and state.

With the guidelines of this law, school principals have the responsibility to lead a formal educational institution. Educational leadership requires primary attention, because through good leadership it is hoped that quality personnel will be born in various fields as thinkers and workers who can ultimately increase quality human resources.

School principals must be able to mobilize school resources, in relation to planning and evaluating school programs, curriculum development, learning, personnel management, learning facilities and resources, finances, student services, school relations with the community and creating a school climate.

Thus, the school principal as a leader must have several abilities which include abilities both in terms of personality, knowledge of educational staff, school vision and mission, decision-making ability and communication skills.

In the perspective of the National Education Policy (Ministry of National Education, 2006), there are seven main roles of school principals, namely, as: (1) educator (educator); (2) manager; (3) administrator; (4) supervisor (supervisor); (5) leader (leader); (6) creator of work climate; and (7) entrepreneur.

As a manager, the principal is able to facilitate teachers in developing their profession. School principals provide ample opportunities for teachers to carry out professional development activities, starting from IHT, external training, as well as activities that provide self-development to improve competence.

Including how school principals are able to encourage the improvement of teachers' skills in the field of literacy. Not only insightful knowledge in the field of pedagogy, literacy skills are also used as a superior school program in improving teachers' abilities related to increasing competence.

According to the Big Indonesian Dictionary (KBBI), literacy is the ability to read and write. This ability went viral when the K13 learning model was implemented through the School Literacy Movement (GLS). In a movement that involves students, this program can be used as a habit and culture in the school environment for teachers. Teachers are given facilities to sharpen, process and train themselves in literacy. Teachers are used as subjects of literacy learning so that they are able to encourage students to apply literacy culture in the school environment.

In improving literacy competency skills, especially writing, school principals have a high commitment to maximizing teacher potential. Not only literacy in writing scientific papers, the ability to write articles, opinions and news is also included in the Inhouse Training (IHT) and External Training programs.

Teachers are given the opportunity to take part in training or workshops conducted independently by the school in the form of IHT or held by relevant agencies outside the school in the form of external training. The school principal was able to seize this opportunity to appreciate and motivate teachers in Continuous Professional Development (PKB), especially writing skills.

E. Mulyasa (2006) said that the conducive work culture and climate demonstrated in the PKB held by this school could motivate every teacher to demonstrate superior performance, accompanied by efforts to improve their competence.

The development of PKB, which is facilitated by the school principal, is oriented towards learner character in improving the abilities and competence of professional teachers in carrying out their professional duties. Not only does it increase teacher competency to achieve the competency standards set out in applicable laws and regulations, this PKB is able to foster a sense of love and pride as a person in the teaching profession as well as being able to support teacher career development. This is more focused on improving the quality of education.

Hamalik (1990:33) said that in quality related to intrinsic criteria, the quality of education is a product of education, namely humans who are educated in accordance with ideal standard criteria. The teacher professional improvement program is one of the supports in improving the quality of teachers in the educational services provided by schools.

At SMP Muhammadiyah 12 (Spemdaldas) GKB Gresik, East Java, the principal provides PKB to develop writing skills in the form of IHT as well as external training. Not only is it intended for School Literacy Coordinators and Indonesian language teachers, PKB in the form of writing training is also intended for teachers of other subjects.

From this background, this paper is entitled *The Role of the Principal in Developing the Literacy Character of Teachers at SMP Muhammadiyah 12 GKB Gresik*. The formulation of the problem in this paper includes (1) How does the principal of Muhammadiyah 12 Middle School (Spemdaldas) GKB Gresik develop teachers' literacy skills? (2) What is the role of the principal of Muhammadiyah Middle School 12 (Spemdaldas) GKB Gresik in developing teachers' literacy skills?

From the formulation of the problem, the research objectives include (1) wanting to know how the principal of Muhammadiyah 12 Middle School (Spemdaldas) GKB Gresik develops teachers' literacy skills and wanting to know the role of the principal of Muhammadiyah 12 Middle School (Spemdaldas) GKB Gresik in developing teachers' literacy abilities.

METHOD

In this paper, the research approach used is quantitative research methods. Technically, this method is to explore or photograph social situations that will be researched thoroughly, broadly and in depth. The aim is to systematically describe the facts or characteristics of a particular population or a particular field in a factual and accurate manner.

Research subject This is the head of SMP Muhammadiyah 12 (Spemdaldas) GKB Gresik through a program launched for teachers to foster literacy character in schools. Presearch implementation procedures What is done includes determining the topic, determining the formulation and objectives of the problem. The next procedure is determining the research method and subject, determining the research materials and instruments. At the end, determine the results, discuss and draw conclusions.

For data collection materials and research instruments using the interview method. Arikunto (2017) mention data collection instruments a istools selected and used by researchers in their data collection activities. This is This section is important to use so that data collection activities become easier and more systematic.

From the data obtained from the interview method with research subjects, the researcher conducted analysis related to teacher development programs related to PKB, especially in improving writing literacy skills for teachers. School programs that focus on improving literacy skills are also supported by data in the form of school work programs

RESULTS AND DISCUSSION

The principal of Muhammadiyah Middle School 12 GKB Gresik has a way of cultivating literacy character for teachers, especially in the field of writing. The core method is taken as an effort to promote

literacy culture in schools. So, there are 2 programs being rolled out, namely internal school training in the form of IHT. The presenters can be from within the school or from experts who have competence in their fields.

Technical IHT means that speakers are invited to schools to provide material as well as writing practice for teachers who have received an Assignment Letter for training. The implementation time is on Saturday, at that time, students are on holiday from school.

1. In-house Training (IHT)

The material provided by the speakers in the IHT program is opinion and news writing. In opinion training, all teachers are required to write opinions on the theme of innovative and creative learning innovations that have been carried out in class. Teachers are required to write opinions related to learning models or strategies according to the subjects they are masters of.

In this IHT, teachers are given material related to writing good opinions. They are given material by resource persons who have competence in their fields. In this regard, teachers strive to be able to reduce all material presented in class in written form.

Teachers are given guidelines for writing opinions, starting with the title, introduction, content containing discussion, and conclusions. They were given time to collect their opinion writing after receiving the material in the training.

As a form of appreciation for teachers' opinion works, schools collect opinion texts in the form of anthologies or opinion anthologies in book form. The teacher's opinion manuscripts are recorded and printed.

The appreciation given by the school by printing books in the form of an anthology can later be documented in the school library, given to all authors, and can also be used as a school souvenir to be given to school guests. There are already 3 books that have been produced by Muhammadiyah 12 GKB Gresik Middle School teachers in the form of a book anthology, namely an opinion anthology entitled Home of Education, Not Ordinary Virtual, Creative Teachers in the Pandemic Period, to be a Champion, and Learning Strategy in Multiple Intelligence.

Apart from opinions, teachers are also given news writing training. This news writing aims to enable teachers to write articles related to school activities. In writing this news, teachers were given insight and material about the inverted pyramid concept with the 5W+1 H concept.

This training in the form of IHT with news writing material is the school's effort to cultivate writing among teachers. Another goal that the school wants to achieve is so that school activities, starting from the Principal and Deputy Principal programs at this school, can be documented in the form of news.

For this reason, so that all school activities can be documented in the form of news, the school determines school contributor personnel who are tasked with covering all school activities. The school principal appointed 8 teachers on duty in the form of assignment letters as school contributors.

This contributor will have the task of covering all school and student activities and his news work will be sent to the Chief Editor (Pimred) of PWMU.CO, the online news portal owned by the East Java Muhammadiyah Regional Leadership (PWM).

The achievement achieved by the contributors of SMP Muhammadiyah 12 GKB Gresik was the highest number of Muhammadiyah Business Charity (AUM) news categories at the 6th Anniversary of PWMU.CO. In 2022, Muhammadiyah Middle School news will reach 160 stories that are entitled to first place.

This achievement was repeated during the 7th Anniversary of PWMU.CO. SMP Muhammadiyah 12 GKB Gresik won second place with a total of 354 news stories for 1 year. Even though we couldn't maintain our first place achievement, the increase in the number of news stories made our hearts proud. The increase is more than 100 percent more than the previous year.



Muhammadiyah 12 GKB Middle School won first place in the Most



Muhammadiyah Middle School 12 GKB Wins Second Place in Most

Passion for writing among teachers at SMP Muhammadiyah 12 GKB Gresik is increasing, not only is it shown by school contributors in writing news about school and student activities, but writing achievements are also achieved by teachers. Namely, Anis Shofatun, a biology teacher, won third place in writing an opinion at the PWMU.CO 6th Anniversary opinion writing event through an article entitled Semi-Buffer Curriculum for the Independent Learning Era.



Anis Shofatun (4th from left) when receiving the Third Place award

After receiving IHT material, teachers also receive material from external speakers from the school. The main aim of bringing in these resource persons is for teachers to obtain the latest knowledge and insights from presenters who have competence in their fields.

2. External Training

Apart from news writing materials, the principal also provides teachers with the opportunity to gain knowledge from training held by agencies outside the school. One of them is that teachers are included in writing opinions in activities organized by the East Java Regional Leadership Council of Muhammadiyah (PWM) Primary and Secondary Education (Majelis Dikdasmen) in collaboration with the East Java PWM Library and Digitalization Assembly (MPID).

Apart from that, teachers were also involved in writing training held by PWMU.CO during the 7th Anniversary questions. Teacher participation in this writing training is motivation to increase teacher writing competence. The principal expressed his appreciation to the teachers in the form of the PKB.

Not only does it increase competence, but this motivation can later be brought to the school to provide a scientific writing effect for other teachers. With this system, teachers who have not received the opportunity to take part in training will receive material and insight from teachers who receive Letters of Assignment to take part in writing training.

3. Contributor Gathering

As a form of appreciation when school contributors succeed in achieving achievements in writing news, the school principal creates an event or event called the Contributor Gathering. In this event, the school principal gave rewards and motivation to contributors who had devoted their energy and abilities to writing news.



In this gathering, it became a symbolic form of the school principal's commitment to improving writing literacy character. School principals have unique ways of caring for and improving teachers' writing abilities. By maintaining this character, it is hoped that the contributor's ability and speed in writing, especially covering school news and student activities, will improve again.

CONCLUSION

School principals who have the ability or commitment to improving teacher abilities are a process in improving services to students. One of them is the ability to improve teachers' abilities in the field of literacy.

The principal of SMP Muhammadiyah 12 GKB Gresik has 3 stages of commitment to improving teachers' writing skills, namely IHT, external training, and gathering. These three activities are school programs to improve teachers' abilities in the field of literacy.

The results of this research are still open for other researchers to conduct research with the same object. With the hope, school principals will have a sustainable program related to increasing teacher competency. When teachers are provided with facilities in the form of training, whether conducted internally at the school or externally, their competence can increase.

THANK-YOU NOTE

We would like to thank the principal of SMP Muhammadiyah 12 GKB Gresik who has provided information related to the object of study in this research, especially the training program provided by teachers with writing materials.

CONFLICT OF INTEREST

In the research there is no conflict of interest

REFERENCE

Arikunto, Suharsimi. 2017. Development of Research Instruments and Program Assessment. Yogyakarta: Student Library.

E. Mulyasa. 2006. Becoming a Professional School Principal. Bandung: PT Teen Rosdakarya.

Hamalik, Oemar. 1990. Curriculum Evaluation. Bandung: Rosda Karya Youth.