

Study of the Role of Principal Leadership in Improving Teacher Competence on the Quality of Learning in the New Normal Era

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Abstract— In this New Normal Era, various education quality problems have sprung up to haunt several educational units in making breakthroughs in obtaining effective and efficient learning strategies during the pandemic. One of these problems is the quality of human resources. Leaders are one component of education that can influence educators and education personnel in developing their competencies. In this study, the authors focus on knowing in general the role of principals' leadership in improving teacher competencies and teacher competencies that are relevant to the quality of learning in the New Normal Era. The author uses a library-oriented method of theory from experts and previous studies. The conclusion of this study is that the role of school principals in improving teacher competence can be done through several activities such as supervision of education, education and training, continuous motivation and changes in work culture. The teacher competencies that are relevant to learning in the New Normal era include developing literacy and science and technology competencies, classroom management competencies and communication and social skills.

Keywords— leadership study, teacher competence, new normal

INTRODUCTION

Learning conducted by the teacher is a provision for a student. Many learning methods and systems are carried out by schools to support their students, one of which is the concept of online-based learning or distance learning (PJJ). PJJ is carried out based on the situation and conditions, especially when there is an outbreak of the Covid-19 pandemic. This learning is sometimes referred to as online learning which is in a network using electronic media and the internet as a means of supporting the system, then online learning is also a way of doing distributed learning. Leangsuksun, et al in [3] revealed that one of the steps that must be carried out in carrying out learning is with a distributed

learning system, which is generally carried out online. When Covid-19 spread to Indonesia and peaked in March 2020, the government issued a WFH (work from home) policy so that this virus would not spread massively. The response of the education world is to learn online or online. Schools and campuses are all 'closed' alias switching to study on campus to home as a consequence of the WFH policy so that social and physical distancing can work to reduce the spread of the virus Syaharuddin, S. in [13]

In the process, online learning creates new things for all components of education, starting from the planning which involves probability and the role of parents in maintaining the stability of education. Different implementations using special infrastructure for each individual such as electronic media, cellular/internet networks, as well as available learning application media such as zoom, Google Classroom, webex meetings, and others. Lastly, it is supported by a supportive evaluation system, so that learning has continuous improvement to be better according to needs and expectations.

Technology was certainly created to facilitate human work, including in the learning process, the combination of these two things is the right solution in learning today, especially during the implementation of new normal and post-pandemic policies. Therefore, the process of implementing this learning greatly affects the understanding of students when understanding the material in the scope of online classes. Currently the technology has become a new culture that has a positive impact on the progress of an education, found in [13]. So the education curriculum must be adapted to post-pandemic conditions, what things are needed by students in this 21st century.

21st century learning offers several advantages of collaborative learning in the post-pandemic period. This of course must be in line with all relevant parties for the

success of effective and efficient learning. Several online education services are carried out using various applications, such as zoom, Google Classroom, webex meeting, etc. Can be used according to personal needs. This application is designed to distribute teaching materials to students. The advantages of the application still provide the opportunity to connect between lecturers and students, even though they are online. Meanwhile, the Ministry of Education and Culture stated that the principle of 21st century learning focuses on the ability of students to seek knowledge from various related sources, formulate problems, think analytically and collaborate in synergy in solving problems [5].

In the post-pandemic process, life will certainly not be the same as before. Various new habits during the pandemic will make a culture of customs in people's lives, from habits of clean living, technical literacy and flexibility in the teaching and learning process. Therefore, the skills expected in 21st century learning are 1) life and career skills, 2) learning and innovation skills, 3) Information media and technology skills. These three skills belong to Trilling and Fadel's 21st Century skills-knowledge rainbow scheme [5].

Changes in learning patterns starting from before the pandemic, during the pandemic and post-pandemic require effective principal leadership to design effective learning so that the quality of learning in schools is guaranteed. Wening & Hasanah [42] in [3] explain that the principal has the responsibility for the implementation of effective learning, in helping students to develop their competencies. In addition, the school must continue to ensure the moral and character development of students after the end of the pandemic period towards adaptation into the post-pandemic. Principals are expected to have creativity in managing schools, so that with this creativity they can guarantee a better quality of education. The principal acts as a locomotive and top leader in the school, responsible directly and indirectly for the process of learning activities in schools, so that the principal must have the readiness and ability to raise the morale of his subordinates, especially in this case is the performance of a teacher in the teaching and learning process in class [3]

Post-pandemic learning brings many implications from various angles, from different geographical factors in Indonesia, students' abilities both in terms of technology mastery or financial ability, and school readiness [3]. Of course, in this case the principal plays an important role in making policies related to crisis

management, especially so that education continues even in crisis or emergency conditions.

The learning process in schools must continue so that the principal has a role in directing, leading, implementing, and controlling and evaluating the implementation carried out by the teacher. How the principal's leadership will greatly determine the quality of education in the institution he leads. Quality is essential as part of the educational process. The learning process is the goal of educational organizations. The quality of education is the quality of graduates and services that satisfy education related parties. The quality of graduates relates to graduates with good grades (cognitive, affective, and psychomotor) who are accepted to continue to a higher level who are qualified and have good personalities. Service quality relates to activities serving the needs of students, teachers and staff as well as the community in a timely and appropriate manner so that all feel satisfied with the services provided by the school. Therefore, in order to improve the quality of education, teachers are at the forefront of efforts to achieve educational goals [3].

There have been many studies on the leadership, management, and role of principals, this study focuses on how the role of principals' leadership in developing the quality of educators, especially in the post-pandemic period.

LITERATURE REVIEW

1. The Principal's Role

Roles are forms of behavior that are expected of everyone to carry out their functions in a person's organization [39]. From this opinion, it can be seen that the role and function are very closely related. There is no doubt that there is no effective school/madrasah without being managed by an effective principal/madrasah. The reality on the ground proves that all effective or high-quality schools/madrasahs are always managed by effective principals [20].

There are many roles that must be played by the principal in the school/madrasa he leads. Juridically, the role of the principal/madrasah according to the Decree of the Minister of National Education of the Republic of Indonesia Number 162/U/2003 concerning Guidelines for Assigning Teachers as Principals is as EMASLEC,

namely Educator (educator), Manager (manager), Administrator (administrator), Supervisor (supervisor), Leader (leader), Entrepreneur (entrepreneur), and

Climate creator (climate creator). Since the enactment of the Kepmendiknas, the role of the principal as EMASLIM (Educator, Manager, Administrator, Supervisor, Innovator, and Motivator) is declared no longer valid.

The role of school/madrasah principals according to Government Regulation of the Republic of Indonesia Number 13 concerning Standards of Principals/Madrasahs is as: personal, manager, supervisor, social, and entrepreneur (primavisiente). The role of the principal/madrasah as a leader in this case is included in the role of the principal/madrasah as a manager because the manager includes the leader [22]. Likewise, the climate creator, namely the principal/madrasah as the creator of a conducive and innovative culture and school/madrasah climate for student learning, also includes the role of the principal/madrasah as a manager because as principals/madrasahs must be able to create a school culture and climate. / madrasahs that are conducive and innovative for student learning [35]. The role of the principal/madrasah as an administrator is already part of the role as a manager because as a manager he also acts as a reporter. Because the management functions according to Urwick and Gullick (1937) in [21] are: Planning, Organizing, Staffing, Directing, Coordinating, Reporting, and Budgeting (POSDCoRB). As a reporter, of course he does note-taking, writing or administration activities for schools/madrasahs which are now renamed school/madrasah administrations. From the description above, it can be concluded that the general role of the principal/madrasah is as primavisiente [20].

Given the many roles that must be played by the school/madrasah principal, on this occasion, the discussion of the role of the school/madrasah principal is limited to his role as a manager. The role of the manager was chosen because, according [31] and [19] school/madrasah principal as a manager is a key factor that determines the success or failure of a school/madrasah in achieving its goals. [13]

In addition, Muhaimin [27] explained that school principals must have skills in their leadership system, namely;

a. General life skills, which include: 1) Personal skills (personal skills or self-knowledge) which include: 1) awareness as God's creatures, 2) awareness of self-existence, 3) awareness of self-potential. 2) thinking skills (thinking skills), which include: 1) skills to gather information and find information, 2) information

processing skills, 3) problem solving skills. 3) Social skills, which include: 1) oral communication skills, 2) written communication skills, and 3) Ability to work together.

b. Specific life skills, which include: 1) Academic skills (academic skills) include skills: 1) Identifying variables, 2) formulating hypotheses and 3) conducting research 2) Vocational skills (vocational skills) or vocational skills, namely skills associated with certain jobs in the environment or community.

This competence is a basic framework for a school principal in education management and the success of a school principal is also determined by the leadership style he brings to his subordinates in a school organization. Yukl, G [43] in [8] explains that this leadership style can be explained in path-goal theory, namely the style of the leader influences the satisfaction and performance of subordinates. 16 The motivating function of the leader consists of increasing profits (pay off) personal subordinates for the attainment of work-goals and pave the way for these benefits to be more easily executed by clarifying them, reducing roadblocks and pitfalls, and increasing opportunities for employee satisfaction with the leader. Leaders also influence the satisfaction of subordinates, especially with the leader.

2. Teacher Competence

Teaching is one of the most respected professions in one's life. His task is not easy in transferring knowledge and dedication to his performance with sincerity, because of that the teacher is called an unsung hero with invaluable honor in it. Thanks to the start of the services of teachers, many professions were born that spread benefits in this life process. Of course, teachers have a challenge in carrying out their performance, namely the issue of their competence. Competence is the quality of a person's underlying abilities or characteristics related to the effectiveness of an individual's performance in his work. Akbar [2] reveals that competence is an ability or skill possessed by a person in carrying out a job or task in a particular field, in accordance with the position he holds. In essence, competence is a description of a person's skill in carrying out an activity or task that he carries out in real terms and can be measured with certainty.

Furthermore, Uzer Usman [40] in [12] explains that competence is something that describes a person's qualifications or abilities, both qualitatively and

quantitatively. In line with that, Endang Mulyana [28] in [41] that is controlled by someone who is part of him so that he can perform cognitive, affective, and psychomotor as well as possible.

Teachers have duties and responsibilities that must be carried out, in general, teachers are awarded the honor of guiding students to grow and develop into better human beings. Complexly Suraji, I [37] describes that teachers as professional educators are fully responsible for educating, teaching, guiding, directing, training, and assessing students so that they are ready to continue and perfect the activities initiated by their parents or generations. previously.

The picture illustrates that the task and responsibility of the teacher is to prepare the younger generation to become the successor of the struggle of a nation. Silverius in [23] that the teacher is the central figure of education in an effort to prepare the nation's cadres in the future, which is the key to education reform. Therefore, the teacher is often referred to as the main factor in influencing the process and student learning outcomes. In addition, the assessment of the results of the curriculum implementation process is caused by one of the skills and capacities of the teachers. Thus, the description above is emphasized by Syafarudin in [23] that teachers must have a professional nature with special skills in carrying out their teaching duties in schools.

The teacher's expertise can be described by the competence he has. Kepmendiknas No. 16 of 2007 stipulates competency standards that must be possessed by a teacher, described in an article by Sudrajat, J [36] including, namely:

1. Pedagogic competence.

Pedagogic competence is the ability of teachers with regard to theoretical and practical mastery in learning, such as the ability to manage learning, planning and implementation, evaluating learning outcomes, and developing students to actualize their various potentials [38]. In relation to the current pandemic, communication with students is the main key to learning with online media. Difficulties in the learning process must be communicated immediately so that students are not left behind in the lesson. Communication also needs to be established with parents because they are the teachers at home during the pandemic. The role of supervision and guidance is needed to expedite the student learning process during the pandemic. Learning

media during this period is also the key to the success or failure of the online learning process at home. Learning media, especially the use of technology-based media, namely laptops or gadgets or smartphones, is very important. Learning applications such as zoom, google meet, talkfusion, and other similar a[pplications help teachers carry out teaching and learning with students. Therefore, teachers need to explore technology-based learning media. Demonstrations of various teaching and evaluation methods will eventually be delivered through online learning media.

2. Personal competence

The teacher is a personal figure who is considered a role model by his students. Personality will appear when the teacher interacts with students and other individuals on a daily basis. Personality competence is a personality ability that is steady, stable, mature, wise, authoritative, becomes a role model for students and has noble character [38]. Teacher personality does not only include formal indicators of teacher personality in planning the learning process and managing learning activities, but includes all elements of personality that can be seen [9]. Teachers not only teach knowledge to students so that their intellectual development, but also transfer the values of life to develop the personality of their students. The teacher's personality is an implementative domain of all the theories he may have taught students.

3. Professional competence

Professional competence includes professional development, insight understanding, and mastery of academic study materials [10]. According to Rice & Bishoprick, professional teachers are teachers who are able to manage their daily tasks. Both view teacher professionalism as a process that moves from ignorance to knowing, from immaturity to maturity, from being directed by others (otherdirectedness) to being self-directed [7]. Teacher professionalism is a condition, direction, values, goals and quality of an expertise and authority in the field of education and teaching related to one's work as a livelihood [6]. Professional teachers are teachers who have the competence to carry out educational and teaching tasks as well as community service.

4. Social competence

The teacher is also a person who lives in the midst of the community. In the community, teachers are considered as authoritative, intelligent, polite and skilled

individuals. Therefore, teachers must be able to maintain an attitude and be good at carrying themselves in the community. Teachers are required to have social competence, namely the ability of a teacher to communicate and interact effectively and efficiently with students, fellow teachers, parents, and the surrounding community [26]. The ability to communicate in interacting that is raised through objective conditions in the midst of the environment where the teacher is located shows the true social competence of the teacher.

1. Quality of Learning in the New Normal Era

The situation and condition of the COVID-19 pandemic has given rise to a polemic, that all components of education must be ready to adapt to existing policies or known as the New Normal policy. The New Normal policy is a new life where people continue to carry out various activities as usual but still apply the health protocols that have been set by the government so that the spread of the Covid 19 Virus can be overcome. In contrast, if people do not pay attention to health protocols, the implementation of the New Normal will cause the number of Covid-19 cases to increase. The implementation of the New Normal has an impact on the world of education where in its policy the local government has the authority to urge that if the security status does not allow learning, it must be in an online concept. However, if the stabilization process in the local area is deemed safe, the government will allow 50% of participants' teaching and learning activities with a face-to-face system that still uses the applicable health protocol standards.

The implementation of the New Normal in Indonesia reaps many pros and cons, how not many people urge the implementation of the New Normal to be carried out immediately, but in its implementation it requires a mature plan. If the implementation fails, it will have an impact on the potential for the spread of the Covid 19 Virus to be greater, therefore the government urges the public to continue to implement health protocols so that people can carry out socio-economic activities as usual but also the potential for the spread of the Covid 19 Virus is getting smaller.

According to Samarena, D [34] that the New Normal is the "New Normal" has a long and meaningful history. The new normal has a comprehensive meaning, not only limited to a productive life or free from the corona virus. There are variants of opinion interpreting the new normal. There are some interesting opinions that the

new normal means going back to teaching face-to-face, getting back together, life returning to normal as before, no longer wearing masks, no longer studying from home, no longer following health protocols. old normal. Back to the new order of life, the community responded, there were pros and cons. This is something that is natural, as long as it does not return to the previous situation (old normal).

Abunifa [1] in Hasanah [16] that quality can be interpreted as a comprehensive description and characteristics of goods and services that show their ability to satisfy expected or implied needs. In other words, quality is the totality of characteristics of a product (goods and services) that support its ability to satisfy specified or defined needs.

The quality of learning is determined by three variables, the principal's leadership model, school culture, and the teaching and learning process. The principal is a leader figure who will be responsible for the overall fate of the institution he leads. From here the principal has full authority to run the organization in the school or institution he leads both in the context of monitoring, guiding, building, giving, motivating performance, driving the organization, establishing communication networks, both within the school and outside the school. School culture is the values, habits, ceremonies, slogans, and various behaviors that have long been formed in schools and are passed on from one generation to the next, either consciously or not. This culture is believed to influence the behavior of all components of the school, namely teachers, principals, administrative staff, students, and also parents. A culture that is conducive to quality improvement will encourage citizen behavior towards improving school quality, whereas a culture that is not conducive will hinder efforts towards improving school quality. The teaching and learning process is the main and number one activity carried out in order to achieve the educational goals aspired by the government and Indonesian citizens. Hasanah [16]

Implementation of teaching and learning during the New Normal period, of course the central government provides options to the local government and each education unit, seeing the situation of the condition of the spread of the Covid 19 virus in their regions which depends on the regional government and the condition of the infrastructure facilities in schools, the article is if the government allows learning to be carried out face-to-face with the applicable health protocol standards, the

room facilities and the size of the school are endeavored to maintain the standards because each student or teacher must maintain social distancing. Therefore, if learning is carried out face-to-face, the education unit is only welcome by the local government to carry out teaching and learning activities with 50% participation.

Along with the development of Science and Technology (IPTEK) today, the online learning process proclaimed by the government will be carried out. Educators can use several platforms to facilitate the learning process such as using Google Classroom, Google Meet, Zoom, and various other platforms, through these platforms educators can provide learning easily. On social media, for example, there have been a number of songs composed by certain communities among students, whose theme revolves around Missing the Teacher. Apparently, studying at home using internet facilities with various other electronic facilities is not able to replace the role of teachers including lecturers as educators, mentors, and trainers. This can be seen from the following snippet of the lyrics of the song, “O teachers, it's been a long time since we met, I want to study together, I miss you. Even though you don't study at school, you don't feel tired guiding me and teaching me...” [11].

Circular Letter No. 15 of 2020 by the Ministry of Education and Culture of the Republic of Indonesia regarding guidelines for organizing learning from home during the Covid-19 disaster emergency explains that: (1) arrangements for the mechanism for picking up students by educational units, (2) facilities and infrastructure are sterilized routinely at least twice, (3) routinely monitoring the condition of school residents by the school, (4) providing and being obliged to provide a place to wash hands with soap, (5) implementing health protocols such as keeping a safe distance and coughing and sneezing ethics, and (6) establishing contact points by the school regarding security and safety in the school environment (Ministry of Health of the Republic of Indonesia, 2020) found in [24]

Thus, this circular letter is very influential for the continuity of education in Indonesia by implementing the new normal, so that the government can work with educational institutions to choose the right cuts in the curriculum during this pandemic. In a pandemic situation, each school has its own policies that are approved by the school principal, one of which must be conducting online learning [4] found in [18] This

situation arises without prior prediction and preparation, thus forcing schools to carry out educational innovations in the learning process. Online learning is something new in education to answer the challenge of the availability of varied learning resources [18].

METHODOLOGY

The author uses library research to support the achievement of this study. Literature research is research conducted using literature (library), either in the form of books, notes, or reports on the results of previous research [17].

FINDING AND DISCUSSION

1. The Role of the Principal in Improving Teacher Competence

The principal is one of the educational leaders who has responsibility for carrying out his functions and role in educational management. In addition, the problems faced by school principals are very diverse, especially in creating a dignified quality education in accordance with the character of the Indonesian nation. One of the efforts, the school principal must pay attention to aspects of human resource development. Because the basis of this education, one of which depends on PTK (Educators and Education Personnel) who are able to carry out their competencies for the needs of students. In line with Samsul Nizar [33] that an important element of the educational process is educators, on the shoulders of educators lies a huge responsibility for the development of all potential students, both affective, cognitive, and psychomotor potential in accordance with Islamic values, in an effort to deliver students towards the educational goals they aspire to.

The government and the community always need to work together in paying attention to and solving teacher problems in the world of education by both the government and the community, especially in the aspect of professionalism. This aspect is one of the fundamentals of teachers in their performance in a quality education. The low professionalism of teachers is a challenge for all parties in dealing with the problem, including the performance and role of the school principal.

Among the factors that lead to low teacher professionalism include: 1) There are still many teachers who do not fully pursue their profession, this is caused

by many teachers working outside their working hours to meet the needs of daily life so they have time to read and write to improve themselves there isn't any; 2) It is possibly caused by the existence of private tertiary institutions which produce teachers whose graduates are arbitrary without taking into account their future output in the field, causing many teachers to disobey the ethics of the teaching profession; 3) Lack of teacher motivation in improving self-quality because teachers are not required to research as applied to lecturers in tertiary institutions [29] found in [8].

The quality of education prioritizes that the quality of teacher competence is one of the influences in the process of creating superior and dignified education. In line with Nasution [30] that the quality and competence of teachers is considered to have the greatest influence on the quality of education. Therefore, teachers are naturally required to actualize their competence in accordance with the needs of students and the hope of becoming future successors of the nation.

Given the importance of teachers in creating quality students, a school principal's strategy is needed in realizing teachers have competence in accordance with existing standards. The school principal certainly has to take actions that make teachers aware of their competencies so that they can introspect to improve them and raise their enthusiasm so that they are always motivated to carry out better and professional performance. One of the problem solving that school principals might be able to do is implement goals with visionary steps and apply a transformative leadership style. So Baharun [8] describes things that can be done by the head of the madrasa in improving the competence of his teacher, namely;

1. Education Supervision

Implicitly the definition of supervision has new insights and views on supervision that contain main ideas, such as promoting teacher professional growth, developing democratic leadership, releasing energy, and solving various problems related to the effectiveness of the teaching and learning process.

In essence, supervision contains several main activities, namely continuous coaching, professional development of personnel capabilities, improvement of teaching and learning situations, with the ultimate goal of achieving educational goals and personal growth of students. In other words, in supervision there is a service process to help or foster teachers, this coaching causes

improvement or improvement of abilities then transferred into teaching behavior so as to create a better teaching and learning situation, which ultimately also increases student growth.

2. Education and Training

Education and training is an effort to develop the quality of human resources, through several processes and mechanisms in order to create results that are in accordance with what is expected. A teacher is basically prepared through a teacher education institution before entering his position. This pre-service education is called pre-service education. Many of them have left pre-service education for a long time and work in an environment where it is not possible to keep up with various developments and progress. In addition, many of them are not trying to develop in improving their abilities as teachers or educators and are immersed in teaching activities on a regular basis.

To catch up, so that teachers are always up-to-date, actual and in accordance with community expectations, in carrying out their duties in-service training is needed in a directed and planned manner. In-service training is an activity that is given and received by education officers which aims to increase and enhance the quality, skills and experience of teachers or other education officers, in carrying out their duties and obligations.

3. Continuous Motivation

Motivation is a driving force that changes the energy within a person into the form of real activities to achieve certain goals. Motivation is a change in energy in a person's personality which is characterized by the emergence of affective and reactions to achieve goals. The motivation that can be done by the principal is intrinsic motivation or the type of motivation that arises as a result of within the individual whether due to an invitation, order, or coercion from others so that with such conditions he finally wants to do it. And extrinsic motivation or the type of motivation that arises as a result of influences from outside the individual, whether because of an invitation, order or coercion from others so that with such conditions finally he wants to increase his teacher competence.

Through the motivation given by the principal, either directly or indirectly, it will provide deep meaning for teachers in order to improve their teacher competencies. Teachers will feel that they get greater attention from their leaders, so they must do their best in educational and learning activities at school.

4. Changes in Work Culture

Change in work culture is a variation of the accepted way of life, caused by changes in geographical conditions, culture, material, population composition, ideology, or because of the diffusion of new discoveries in the community. Changes in work culture in this case can be done by establishing a culture of discipline for educators so that they are able to carry out their duties and responsibilities seriously in madrasas. Discipline means orderly, obeying or controlling behavior, having the ability to control oneself and control oneself.

Discipline is a form of obedience and self-control that is conscious, rational, and does not impose feelings so that it is not emotional. Discipline is an operational function of human resource management. Discipline is the most important operative function because the better the employee discipline, the higher the work discipline that can be achieved. Work discipline can be interpreted as a form of obedience to a person's behavior in complying with certain rules and regulations related to work.

Apart from that, the authors found several previous studies related to the role of school principals in improving teacher competence, including; in the research of Fitria, H, et al [14] that this CAR training is considered very important and necessary to train teachers in conducting research as a solution to overcome the problems that exist in the classroom where they teach. CAR training activities are also an effort to train teachers to be skilled in making scientific papers. The CAR training was carried out for public/private elementary and junior high school teachers in Ogan Ilir Regency. CAR that has been prepared by the teacher can be implemented in research in the school/class. The preparation of CAR in the form of a journal will be useful for increasing the rank or functional position of teachers. The results of this study are expected to provide benefits for teachers, namely to foster motivation in preparing CAR and implementing CAR, and for schools to improve school performance through increasing teacher professionalism. The results of this study can be used as input for teachers in other schools as an effort to improve teacher competence through Classroom Action Research.

Then, in Kurniasih's research, E [25] concluded several points regarding the role of the school principal, including; that 1) The role of the Principal as an Educator in improving teacher competence is shown by always arriving early and always late going home,

discipline controlling classrooms, giving warnings to teachers who do not carry out assignments on schedule. 2) The role of the school principal as a manager in improving teacher competence, is shown by the existence of program preparation, school organizational structure and clear division of tasks, mobilizing staff, teachers and employees. 3) The role of the school principal as an administrator in improving teacher competence is known from the management of student administration activities, manpower administration, financial administration, administration of infrastructure facilities and incoming and outgoing books stored in a cupboard. 4) The role of the school principal as a supervisor in improving the competence of the head teacher of SMAN 1 (State Senior High School One) Banjarsari is known to be in conducting academic supervision which is still limited to sightseeing, but still carrying out managerial supervision in the form of monitoring new student admissions, monitoring several other committee activities at school, monitoring every classroom before the implementation of learning, as well as the beginning and end of school. 5) The role of the Principal as a leader in improving teacher competence is shown by a firm attitude in carrying out every activity in the school by showing the character of a leader. 6) The role of the Principal as an innovator/entrepreneur, can be seen from the existence of several school canteen buildings that are rented out to investors/to parents of students. 7) The role of the principal as a motivator can be seen that the principal of SMAN 1 (State Senior High School One) Banjarsari has applied the principle of reward and punishment to teachers who violate school rules. Motivation is shown by establishing living dispensaries, forming honest canteens and multiplying slogans that generate teacher motivation and student learning motivation.

Furthermore, in Gaol's research, N [15] concluded that the principal is an educational leader who plays an important role in improving teacher performance. Efforts that can be made by school principals in improving teacher performance are related to their role as education leaders in schools, namely: (1) maximizing focus on increasing teacher competence, (2) allocating sufficient budget to increase teacher professionalism, (3) providing advice and professional guidance to teachers, (4) creating a conducive school organizational culture; (5) creating innovation and excellence, and (6) providing rewards for teachers who are successful or performing well.

And finally, research from Susanto, A and Muhyadi [38] concluded that the planning process for teacher professional competence development programs by school principals is carried out through team formation. The team formed is tasked with compiling a teacher professional competency development program and verifying all school members. The types of teacher professional competence development programs are: developing teachers in ICT mastery, language use (English and Indonesian), applying learning methods and mastering materials. The activity was carried out by holding a workshop on the use of online Web-based learning under the name GESCHOOL. Implementation of the program is held at least once a semester, at school (In-House Training). Evaluation of the teacher professional competence development program carried out by the principal by making a teacher assessment form for the learning process in the classroom, forming a monitoring and evaluation team. The inhibiting factors include: the time and age of the teacher. Efforts to overcome obstacles include: principals acting decisively and disciplined; prioritize the best and urgent activities; divide the time well, the old age of the teacher by providing assistance, active and studious.

2. Teacher Competencies that are Relevant to the Quality of Learning in the New Normal Era

In the situation and condition of the covid-19 pandemic, teachers face learning challenges with different systems. In the process, of course, there are differences in planning, implementation, and teacher evaluation systems for their students. In the planning aspect, teachers face challenges in making interesting learning methods even in different learning situations and teachers must anticipate things that can decrease motivation when the online learning process takes place or after the completion of learning. This requires competencies that support, as is the case with pedagogic competencies according to Akbar, A [2] who interprets these competencies as absolute and distinguishes teachers from other professions. This pedagogic competence contains the skills needed by a teacher to become a professional teacher.

Then in the implementation aspect the teacher must be able to actualize his skills in maintaining the rhythm of student focus on learning, because learning carried out through application media or online-based cannot be controlled all the time, especially the position of teachers and students carrying out learning remotely, or

face to face and teachers need to ensure discipline students in participating in learning so that students do not do things that are prohibited when KBM (teaching and learning activities) takes place and stay focused on the ongoing KBM (teaching and learning activities) agenda. Finally, teachers must carry out continuous evaluations, in order to make learning improvements so that they always carry out effective and efficient quality learning.

A teacher must have a competency, where the teacher has the ability to carry out learning, both in managing, implementing learning and evaluating learning. This pedagogic competence requires a teacher to understand various aspects in students related to learning, while the pedagogic competencies include:

1. Mastering the characteristics of students from the physical, moral, social, cultural, emotional, and intellectual aspects.
2. Mastering learning theory and educational learning principles.
3. Develop a curriculum related to the subject/field of development being taught.
4. Organizing educational learning.
5. Utilizing information and communication technology for learning purposes.
6. Facilitating the development of the potential of students to actualize their various potentials.
7. Communicate effectively, empathically, and politely with students.
8. Conducting assessments and evaluations for the benefit of learning.
9. Take reflective action to improve the quality of learning [2]

As for the post-covid-19 pandemic, teachers need to be empowered to develop existing competencies. Online learning is one of the briefings that behind the worrying situation and conditions during the covid-19 pandemic, there are positive impacts that can be felt by all components of education, especially teachers, namely the learning culture that can be combined with post-pandemic learning or new normal learning at this time. New normal learning offers a good culture in supporting technology-based education and leads to the advancement of education in the future.

Of course the strategy in developing quality education starts from human resources who have competencies that are relevant to the needs of students and the progress of an education. According to Sudrajat [36] explained in his article that: Schools need to train teachers to have several competencies that rely on the wisdom or positive impact of online learning, from developing these competencies, namely;

1. Literacy and science and technology mastery competence

After going through and implementing school policies that apply online learning in the implementation of teaching and learning activities, the need for skills in the field of science and technology becomes fundamental. Due to the lack of teacher mastery of science and technology, it will affect the smoothness of teaching and learning activities, especially during the new normal and or the process of mentoring distance students. To overcome the problem of students who are not proficient in using IT-based learning media, schools and teachers need to explore digital technology that will be used in the new normal learning curriculum, this can be introduced in depth, by being integrated or included in educational policies and practices at the school. . Further socialization and simulation of the use of this learning model need to be carried out so that students and parents are ready to carry out their respective roles. Based on this, teachers are projected to consider the following: strengthening the essential role of teachers, increasing IT-based learning literacy insights, and creating blended learning patterns.

2. Class management skills competency

Class management skills are needed in the implementation of online learning. Class control is in the hands of the teacher so that he is able to see students who follow enthusiastically and can easily change the flow of discussion (joking) when students look bored, but finally can go back to explaining the material and delivering it in its entirety. Even when there are students who are less active, the teacher can control them by asking questions, approaching them and so on. Because the online learning culture is still attached to some of its ghosting cultures or even less moral cultures due to the limited supervision of a teacher. Teachers need to experiment with mixing and matching learning methods so that students are still able to develop their potential, skills and find various knowledge that supports the progress of an education.

3. Communication and social competence

Learning through online has had a positive impact, because in the culture teachers are more communicative to their students. This is because the teacher cannot directly monitor the student learning process in doing the existing tasks. Teachers need to use their communication competence in providing direction and learning assistance. Teachers need to cooperate with parents to participate in providing guidance in the learning process in terms of academics. The role of parents in online learning from home is very central. In this case, parents as teacher partners in educating children's academics are needed. At the time of learning in the new normal era, these competencies will support the development of teachers in implementing communication and social issues, both in the classroom and outside the classroom.

New Normal policies and government policies towards online education are still being implemented so that the golden generation does not miss knowledge in learning and continues to learn for the progress of the next generation as the nation's progress buds in the future. Why is it so that learning is done at home in order to reduce the cycle of the spread of Covid-19 from the school and classroom environment [13].

CONCLUSION AND RECOMMENDATION

Principals can improve teacher competence through a number of activities, such as educational supervision activities that act as supervisors to supervise and help meet teacher needs, empower additional training and education, provide continuous motivation so that teachers feel well-accompanied, and make changes to a more productive work culture. play a role of discipline and put forward a professional character.

The competence of teachers to the quality of learning in this new normal era includes several things that need to be developed, including a literacy and science and technology development system, competence in class management skills and communication and social skills.

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