

Principal's Leadership Strategy in Developing the Quality of Teacher Resources

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ABSTRACT: *Miftahul Huda Keringan Nganjuk Islamic Elementary School (SDI) is a favourite school in the Nganjuk district which has very encouraging achievements, and many are obtained from qualified teachers. Quality teachers cannot be separated from the principal's leadership strategy in developing teacher resources in the school. The method carried out by the principal is to develop teaching resources. This study aimed to explain the principal's strategy in developing teacher resources at SDI Miftahul Huda. This study uses an interpretive paradigm through a qualitative approach, the type of case study. Data was obtained from the principal directly as well as teachers and students. Data collection techniques using in-depth interviews, observation and documentation. Miles and Huberman's qualitative analysis model data analysis data reduction, data display and verification. They check the data's validity using triangulation; credibility, transferability, dependability and confirmability. The study results show that various forms of the principal's strategy participate in multiple activities such as workshops, training and comparative studies at the national and international levels. The principal is the key to the school's success in carrying out development. So that activities to improve and improve programs in schools mainly lie with the principal himself.*

Sekolah Dasar Islam (SDI) Miftahul Huda Keringan Nganjuk adalah sekolah favorit yang ada di kabupaten Nganjuk yang memiliki prestasi yang begitu menggembirakan dan banyak diperoleh dari guru-guru yang berkualitas. Guru yang berkualitas tak lepas dari strategi kepemimpinan kepala sekolah dalam mengembangkan sumber daya guru yang ada di sekolah tersebut. Strategi yang dilakukan kepala sekolah untuk mengembangkan sumber daya guru. Tujuan penelitian ini adalah menjelaskan strategi kepala sekolah dalam pengembangan sumber daya guru di SDI Miftahul Huda. Penelitian ini menggunakan paradigma interpretif melalui pendekatan kualitatif, jenis studi kasus. Data diperoleh dari kepala sekolah langsung serta guru dan siswa. Teknik pengumpulan data menggunakan indepth interview, observasi dan dokumentasi. Analisis data model analisis kualitatif Miles dan Huberman data reduction, data display dan verification. Pengecekan keabsahan data pakai triangulasi; credibility, transferability, dependability dan confirmability. Hasil study mengatakan berbagai bentuk strategi kepala sekolah yaitu mengikutsertakan dalam berbagai kegiatan seperti workshop, pelatihan-pelatihan dan study

banding baik di tingkat nasional ataupun internasional. Kepala sekolah merupakan kunci kesuksesan sekolah dalam melakukan pengembangan. Sehingga kegiatan meningkatkan dan memperbaiki program di sekolah-sekolah sebagian besar terletak pada diri kepala sekolah itu sendiri.

Keywords: *Principal's, Leadership Strategy, Developing Quality, Teacher Resources.*

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I. INTRODUCTION

Education is a conscious effort that is deliberately designed to achieve the goals that have been set. Education aims to improve human resources through the learning process in schools. To enhance the quality of educational resources, teachers are a component of human resources that must be fostered and developed continuously (Abidin ZS, 2007). Education must be constantly improved, especially in institutions with big and heavy duties and responsibilities in preparing quality students.

Islamic Elementary School, often known as SDI Miftahul Huda, is a favourite school in the Nganjuk district which has such encouraging achievements that many get from qualified teachers. Quality teachers cannot be separated from the principal's leadership strategy in developing teacher resources in the school (Wulandari & Fauziah, 2019).

The strategy carried out by the principal to develop teacher resources in various forms is to involve them in multiple activities such as workshops, training and comparative studies conducted by school principals both at national and international levels as carried out by SDI Miftahul Huda Keringan Nganjuk running a comparative study national level in Yogyakarta, Surabaya and other cities (Fudholi, 2021). The principal is the key to the school's success in carrying out development. So that activities to improve and improve programs in schools mainly lie with the principal himself (Ikhwan, 2019);(Anwar, 2017).

As an educational leader, the principal has a huge role in developing a harmonious working spirit and cooperation, an interest in the development of the world of education, the result of the professional quality of the teachers he leads, and the quality of students or in general is primarily determined by the quality of school leaders (principals) (Soim, 2019);(Wu & Shen, 2022).

The principal is school personnel who is responsible for all school activities (Santosa, 2022). The principal has full authority and responsibility to organize educational activities and the school environment, and he leads based on Pancasila.

The authors found many similar studies relate to the principal's strategy in developing educator resources. Awaludin's research on Strategy and Principal Leadership in developing teacher professional competencies in carrying out their duties with full responsibility, to improve teacher competence and professionalism by taking a normative approach or motivating teachers to always work according to their duties, with expertise in the field of study being taught (Awaludin, 2020). The first step of the Principal's leadership strategy in developing the professional competence of teachers to improve the quality of education is a formal strategy. Namely, teachers are assigned

by institutions to participate in education and training, both those carried out by the school institution itself and by educational/training institutions, due to current job demands . or in the future such as: attending courses, teacher training, seminars and MGMP programs. And non-formal strategies, namely teachers, on their desires and efforts to train and develop themselves related to their work or position (Nawaki & Rusandy, 2022). There are many other similar studies which in this study will discuss the principal's leadership strategy in teacher resources, where no previous research has examined it.

Departing from this, the problem formulation was formulated: What is the Principal's Strategy in developing teacher resources at SDI Miftahul Huda Keringan Nganjuk? What forms of the principal's strategy in developing the quality of teacher resources at SDI Miftahul Huda Keringan Nganjuk? What is the role of the principal in developing the quality of teacher resources at SDI Miftahul Huda Keringan Nganjuk?

Principal's Leadership Concept and Style

The leader has unique and distinctive habits, traits, temperament, character and personality, so his behaviour and style distinguish him from others (Damopolii & Erwinsyah, 2019). Regarding the problem of leadership style, Ngalm Purwanto divides three main leadership styles, namely autocratic, democratic, and laissez-faire leadership styles (Purwanto, 1992);(Rai, 2011);(Shen et al., 2021).

1. Autocratic Leadership Style

This autocratic leadership style places a leader as a source of policy. Leaders are everything. Subordinates are seen as people who carry out orders. Therefore, subordinates receive instructions and are not allowed to argue or issue ideas or opinions. Members or subordinates are not involved in organizational matters in such a position. In this type of leadership, everything is determined by the leader so that the organisation's success lies in the leader (Tumbol, Tewal, & Sepang, 2014).

2. Democratic Leadership Style

This leadership style gives responsibility and authority to all parties so that they are actively involved in the organization. Members are allowed to provide suggestions, suggestions and criticism for the betterment of the organization. This leadership style views subordinates as part of the entire organization so that they get a place according to their dignity as human beings. Leaders have the responsibility and duty to direct, control, evaluate and coordinate (Fauzi, 2019).

3. Laissez Faire Leadership Style

Pada prinsipnya gaya kepemimpinan ini memberikan kebebasan mutlak kepada para bawahan. Semua keputusan dalam pelaksanaan tugas dan pekerjaan diserahkan sepenuhnya kepada bawahan. Dalam hal ini pemimpin bersifat pasif dan tidak memberikan contoh-contoh kepemimpinan (Redityani & Astiti, 2018).

Strategy for Developing the Quality of Teacher Resources

The strategy for developing the quality of teacher resources is an effort created by human resource management to determine how the work done by managers and others can add value to the organization being carried out (Riduwan, 2018). According to Alwi, in general, he explained that strategy implementation must be in line with the direction of the strategy, such as the organisation's vision, mission and goals (Wahab,

2012). Therefore, the teacher resource strategy is closely related to the institutional strategy formulation process in the context of achieving goals, meaning that the vision, mission and objectives of teacher resource development must be in line with the idea, mission and goals (Alwi, 2001).

According to Hanafiyah, human resource development efforts include two aspects: quality and quantity (Hanafiah, 2012). The strategy for developing the quality of teacher resources is synonymous with the term "approach, typology, technique and form". Judging from the approach, the process for developing the quality of teacher resources is divided into two parts, namely: 1) an approach known as 'buy', which is an approach oriented to the recruitment of human resources, and 2) an approach known as 'make', an approach oriented to human resource development, in the form of education, training and guidance.

Meanwhile, according to Abidin, the technique of developing the quality of teacher resources can be done in three ways, namely: 1) increasing intelligence, meaning that humans can determine their future, 2) increasing abilities, 3) increasing welfare (Abidin, 2014).

Quality development within the teacher itself is a personal effort from the teacher concerned to expand knowledge, improve skills and grow his professional attitude. Meanwhile, the development of teacher quality from the outside is an effort from the lead agency or other people to foster and develop teacher professionalism.

II. METHOD

This study uses an interpretive paradigm through a qualitative approach, the type of case study. According to the author, the research location is unique from other sites because the Islamic curriculum is integrated with the general education curriculum. Data in the form of written or spoken words or observable behaviour. Data were obtained from the principal, teachers and students involved, with data collection techniques using in-depth interviews, observation and documentation. The analytical tool used is the Miles and Huberman qualitative analysis model of data reduction, display and verification (Ikhwan, 2021). I was checking the validity of the data using triangulation; credibility, transferability, dependability and confirmability. The focus of this research is to understand the phenomena that occur at SDI Miftahul Huda Keringan related to the teacher resource quality development program, forms of strategies in developing the quality of teacher resources, and the role of school principals in developing the quality of teacher resources (Sugiono, 2008).

III. RESULT AND DISCUSSION

Based on the interviews conducted by the SDI Miftahul Huda, the principal's strategy in developing the quality of teacher resources includes: Assignments to attend workshops, seminars, and workshops. This is in accordance with what was conveyed by the head of SDI Miftahul Huda Keringan Nganjuk Mr. M. Fauzi, M.Pd:

"To improve the learning process in this school, various efforts are carried out, including holding workshops, training, training by presenting experts (resources), involving teachers in learning training, holding a learning innovation development forum, comparative study." (Principal, 2022).

These programs are conducted to find information and examples of becoming a qualified teacher. The principal of SDI Miftahul Huda, further explained:

“The benefits of this program include getting important information about the management of Islamic educational institutions, learning techniques and so on. A comparative study conducted by SDI Miftahul Huda Keringan Nganjuk aims to determine the advantages and disadvantages of a particular institution. As explained by the principal of the school.” (Principal, 2022).

The statement from the principal above was also conveyed by one of the teachers SDI Miftahul Huda:

“The development strategy can be carried out using visits, to domestic objects, for observation or comparative studies, to promote the growth of the teaching profession and add field insight to educational practices in other institutions.” (Teacher, 2022).

The activities and programs are carried out carefully and for the principal's contribution as a leader. SDI Miftahul Huda teachers are compact and earnest in participating in the program to develop the quality of resources. In this way, it is hoped that the principal, after participating in these development activities, can generally impact increasingly advanced institutions and personally become quality teachers.

The principal's strategy in developing the quality of teacher resources can be in the form of anything, be it attitudes, activities/program implementation, or actions. Everyone has different characteristics and problems, so a school principal must be able to motivate teachers to improve their performance with different possible strategies.

“As a principal, you must have a variety of strategies and not just one. Regarding the quality of these teachers, if there are educators I think are not qualified, we will train them until they can, participate in seminars, workshops and others.” (Principal, 2022).

Therefore, a principal must have various strategies to develop teachers' quality because the principal's approach is one of the efforts to improve teacher performance in the learning process. This must be done because the teacher is the spearhead of any change to achieve a quality education.

As observed by researchers, teachers at SDI Miftahul Huda have high discipline. Usually, teachers and principals come to school on time, before the students arrive. So when students come, they are greeted with greetings and kisses by students, the teacher and also the principal. When the principal arrives late because of an urgent need, the principal sends a short message to the representative or teacher. Based on this, the principal has responsibility for his work. Teachers and principals have intense communication so that a conducive work climate will be created by itself. This can indirectly increase the morale/motivation of teachers, affecting the improvement of teacher performance in this school.

Another strategy is to foster and develop the quality of teachers through education and training activities such as seminars, workshops and training. As the results of observations, researchers found that several teachers were attending meetings and to the previous principal's statement.

From the explanation given, it can be seen that SDI Miftahul Huda Keringan Nganjuk teachers in improving and developing their teaching abilities, teachers are included in

training activities such as workshops, seminars, training and other developments (Arikunto, 2002). Because by having training teachers, the teachers will naturally increase their knowledge and insight, especially related to the teaching process in the classroom. This is one of the principal's strategies for developing the quality of teacher resources in their institutions. Then regarding the training workshop, the school holds it at the beginning of each new school year.

This is an effort of SDI Miftahul Huda's strategy to improve the professional abilities of teachers where teachers are supported to master lesson materials, manage the teaching and learning process, manage classes, use media and learning resources, and optimize IT as a learning medium, assessing student learning outcomes, as well as carrying out school administration is increasing (Baharuddin, 2004).

“In addition to education and training, the form of teacher quality development at SDI Miftahul Huda Keringan Nganjuk is to carry out a supervision program. Supervision is carried out by the school principal such as checking learning tools, lesson plans, syllabus, and making questions. In addition to learning tools, the principal also controls the classes. If a teacher is absent, he will meet me to find a substitute teacher, or I will fill in the empty hours myself.” (Principal, 2022).

In addition, the principal also creates a conducive work climate for teachers and staff with activities that foster self-motivation and a sense of togetherness among the entire academic community at SDI Miftahul Huda Keringan Nganjuk.

“To create a conducive work climate in this school, the principal tries to create a harmonious working atmosphere by solving a problem using deliberation. With this deliberation, teachers and staff feel that their opinions are valued and respected. I also try to instil discipline in the teachers and staff.” (Principal, 2022).

A conducive work atmosphere, safe and calm, and harmonious relationships between co-workers will affect the resulting performance. People will be able to work optimally and take full responsibility for the tasks assigned to them if the atmosphere in which they work is not pressured, there is no coercion, and there is no mutual jealousy between fellow employees, all of which depends on the leadership role of their superiors, namely the principal. This can be done if the principal can create a conducive work climate in the institution he leads. And it turns out that the principal has implemented this to develop the quality of teachers at SDI Miftahul Huda Keringan Nganjuk.

In addition, the principal also instils Islamic values into teachers and staff with activities that foster self-motivation and a sense of togetherness among the entire academic community at SDI Miftahul Huda Keringan Nganjuk. Also, to develop the quality of teacher resources, it is necessary to have the infrastructure, and researchers observe that this school has adequate facilities/infrastructure.

In this regard, the principal plays a vital role in developing the quality of teacher resources. This is inseparable from the principal's responsibility as a leader of educational institutions. The success of the school is the success of the principal. The primary key for the principal as an effective leader is influencing and moving teachers to participate in every school activity to realize the school's vision and mission.

After the researchers conducted interviews with school principals regarding the role of school principals based on the Minister of Education Regulation No. 13 of 2007 and several education experts agreed that the principal must be able to function as an

educator, manager, administrator, supervisor, leader, innovator, and motivator at least. From this statement, did the principal of SDI Miftahul Huda Keringan Nganjuk already know about it and implement it as for the following response from the school principal:

“The principal's role as a leader includes educators, supervisors, administrators, leaders, managers, innovators, and motivators.” (Principal, 2022).

In more detail, the principle of SDI Miftahul Huda stated:

“As educators, school principals must always strive to improve the quality of learning carried out by teachers.” (Principal, 2022).

In this case, the experience factor will significantly affect the professionalism of the principal, especially in supporting the formation of an understanding of the education staff towards implementing their duties. Teaching and learning activities are the core of the educational process, and teachers are the primary implementers and developers of the school curriculum. Principals who show high commitment and focus on curriculum development and teaching and learning activities in their schools will, of course, pay great attention to the level of competence of their teachers, as well as will always try to facilitate and encourage teachers to improve their competencies continuously, so that teaching and learning activities can run effectively and efficiently. Furthermore, the principal of the school said in an interview:

“The principal as a policy maker in including teachers in training, seminars, and workshops is to fully finance the event.” (Principal, 2022).

As explained by the principal and based on the researcher's observations, the teachers at SDI Miftahul Huda Keringan Nganjuk were included in training and held at least two training, including MGMP (subject teacher deliberation), upgrading or training, and workshops both within the city and outside the city. So that teachers can gain new knowledge by participating in the activity and carrying out their duties for the better. All of that is inseparable from the motivation given by the principal so that every teacher can improve performance and be more professional.

The principal's effort to involve teachers in principal training is responsible for all smoothness of education, especially for improving the quality of teachers by fostering teaching and learning activities. Principals who show high commitment and focus on curriculum development and teaching and learning activities in their schools will, of course, pay great attention to the level of competence of their teachers, as well as will always try to facilitate and encourage teachers to improve their competencies continuously, so that teaching and learning activities can run effectively and efficiently.

“As for the role of the principal's leadership in supervising education in developing the quality of teachers in knowing the performance of teachers in the class, the principal always supervises or directs supervision by going around the class to see the teacher.” (Curriculum, 2022).

From the results of the waka's narrative, it turned out that the principal also took direct action in supervised learning. If a teacher is found who is still not correct in carrying out the learning process in the classroom, the principal immediately gives a warning and provides the best solution or waits for a break to arrive.

The results of this supervision can identify the teacher's weaknesses and strengths in carrying out learning, the level of mastery of the teacher's competence in question, and then strive for solutions, coaching and specific follow-ups so that teachers can correct existing deficiencies while maintaining their superiority in carrying out learning.

“The principal as an administrator has a very close relationship with various administrative management activities that are recording, compiling and documenting all school programs specifically and must have the ability to manage the curriculum, manage student administration, manage infrastructure, manage archives and finance administration.” (Teacher, 2022).

Especially in financial management, increasing teacher competence cannot be separated from the cost factor. How much schools can allocate a budget for teacher competency improvement will undoubtedly affect the level of competence of their teachers. Therefore, school principals should be able to give adequate funding for efforts to increase teacher competence.

“The principal explains the necessity of each teacher in completing the administration of learning, especially in its planning, in the form of syllabus, lesson plans, annual programs and semester programs.” (Principal, 2022).

Based on the researchers' observations, the researchers also saw that the teachers who taught in the class brought the lesson plans that they had made by the subject being introduced as a reference in the implementation of learning. The lesson plans that have been made have been signed by the principal, which means that the principal, as the responsible party, knows the plans made by the teacher before learning. It can be seen that according to researchers based on observations in the field, the principal, in this case as an administrator, has carried out his role as an administrator where the principal gives the task to teachers to prepare everything needed to teach, such as preparing lesson plans, making syllabus, making semester program and make an annual program.

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“The principal acting as a leader means that the principal must be trustworthy, honest and responsible, understand the condition of the teacher, the condition of the employees and students, have the school's vision and mission, dare to make decisions on internal and external affairs of the school, create and seek and choose ideas. new for school progress, as a role model in carrying out tasks, enforce discipline at school, and be responsible for activities at school.” (Curriculum, 2022).

The discipline of the teachers at SDI Miftahul Huda Nganjuk is carried out in all aspects. The simplest thing to implement is to get used to it to come to school and go home on time, namely at 07.00 am and going home with students at 16.00 noon.

This is expected by the principal and the school in general, and the principal prioritizes discipline. It turns out that all teachers are aware of all that. Here the principal as a leader has set a good example, especially in the field, uniform discipline and time discipline.

Duties and responsibilities must be carried out by someone holding a position, likewise to the duties and responsibilities of the principal. The development of work spirit, harmonious cooperation, discipline in work, a pleasant working atmosphere and the development of professional quality among teachers are primarily determined by the leadership quality of the principal. The principal of SDI Miftahul Huda, Keringan Nganjuk, is one of the principals who are committed to the discipline made by the school. Thus the principal is one of the keys to the school's success in achieving its goals.

In managing education personnel, one of the tasks that school principals must carry out is carrying out maintenance and professional development activities for teachers. In this case, the principal facilitates and provides broad opportunities for teachers to be able to carry out professional development activities through various educational and training activities, both carried out in schools, such as MGMP/MGP at the school level, in-house training, professional discussions and so on. or through education and training activities outside of school, such as opportunities to continue education or participate in various training activities organized by other parties.

This shows that in addition to the principal's encouragement regarding improving teachers' quality through seminars, workshops, training and others, teachers are also consciously trying to improve their attributes. This can be seen from the enthusiasm of the teachers who did not have the opportunity to participate in the training and then share with the teachers who have participated.

Meanwhile, from the observations that the researchers observed that the efforts made by the principal in developing the quality of teachers in addition to involving teachers in training, the principal also placed teachers in the field of study according to the teacher's educational background.

By holding workshops, seminars, and training, opportunities to continue education or further study, it is hoped that it can improve or develop the quality of teachers in the teaching and learning process. Besides, it is also expected to be able to solve the educational problems faced by each teacher. And can provide input and special tips to further improve the quality of education at SDI Miftahul Huda Nganjuk.

In carrying out their duties, principals must have innovations to develop institutions in the schools they lead. The role of the principal innovator includes carrying out reforms in the fields of KBM, BK, extracurricular and procurement, guiding teachers and employees, and conducting reforms to explore sources of funds for improving teacher performance and school progress.

“Yes, SDI Miftahul Huda Nganjuk teachers follow, always having discussions with fellow teachers regarding problems in their learning.” (Principal, 2022).

From the statement above, it can be seen that based on the observations of researchers in the field, teachers always share or discuss with the principal the teaching and learning process in the classroom and in terms of teaching materials. The principal also always applies to teachers to communicate with each other about anything related to teaching and learning activities.

As an innovator, the principal must have the right strategy to establish a harmonious relationship with the environment, seek new ideas, integrate every activity, set an example for all education staff in the school, and develop innovative learning models.

“Arranging a conducive office space for work, both KBM and BK, regulating school *adiwiyata*, creating a harmonious working relationship between teachers, students and the environment, applying the principle of rewards and sanctions in carrying out tasks, setting an example in enforcing school discipline, trying to implement regulations that apply to the success of education in schools.” (Curriculum, 2022).

With this policy to increase teacher work motivation, SDI Miftahul Huda Keringan Nganjuk teachers have high enthusiasm and motivation at work, high work productivity, have great responsibility at work, have a sense of trust, high commitment and loyalty, care, and elevated the quality of education.

The work motivation of the Miftahul Huda SDI teachers is high, increasing the work productivity of Miftahul Huda SDI Keringan Nganjuk teachers. With the high work motivation of SDI Miftahul Huda teachers, they also have high productivity, producing something better than their work to achieve educational goals. In addition, the principal must always try to procure and equip school equipment, including instructional media needed for the smooth teaching and learning process.

From the principal's statement, it can be seen that based on the principal's observations, the principal is motivating teachers by holding regular meetings and studies every Monday and Thursday. In addition to evaluating teacher performance, checking teacher absenteeism and giving indirect warnings to teachers who may be too absent, the principal must be able to motivate teachers and education staff so that they are enthusiastic and passionate in carrying out their duties to improve quality. Education by the vision and mission of the school that has been proclaimed.

From this information, it becomes clear that being a school principal is not an easy and trivial matter, not just the achievement of the position with the highest salary. Still, as a form of devotion that material things cannot measure, there is tremendous inner satisfaction. As a motivator, the principal acts as an encouragement so that all components of education can develop professionally. From this process, a school principal who truly meets the classification is expected to be able to drive significant changes in the world of education.

Principal's Strategy in Developing the Quality of Teacher Resources

The strategy of the principal at SDI Miftahul Huda Keringan Nganjuk was prepared together by involving all teachers and employees as well as the school committee in a democratic manner. After the program was structured, it was then disseminated to all parties for mutual knowledge so that the prepared program received support and attention from all parties (stakeholders). The teacher resource quality development programs carried out by the two principals are as follows:

1. Assignments

Teacher guidance through assignments, whether related to educational activities, research, community service, advice or administration, has a synergistic effect on the work ethic of teachers. The form of synergy with the assignment depends on the attitude and skills of the teacher. The same type of task, individually and generally, results in a different work ethic.

The forms of assignments carried out by the head of SDI Miftahul Huda Keringan Nganjuk to teachers related to academic activities are: including education and training such as education-training, workshops, upgrading, workshops, which are held

by institutions/agencies outside the school, such as the education office, higher education institutions, as well as city governments and others.

The purpose of the activities of teacher assignments is to develop and improve teacher competence, to develop and improve teacher professionalism, and to create and improve teacher quality and achievement in both academic and non-academic fields.

2. Bringing Resource Persons

In line with the concept offered by Hanafiyah, the Ministry of Education and Culture in the school management manual explained that to develop and improvement the quality of teacher capabilities and it can be done through:

- a. Involve teachers in training. If necessary, the school will hold training in the workplace by inviting trainers (resources) from outside,
- b. Schools need to procure and provide reference books for teachers, and
- c. Encourage and facilitate teachers to conduct peer tutorials through MGMP activities for teachers.

3. Advanced Study Program

An advanced study program is an activity of the policy of increasing the professional ability of academic staff (Sujoko, 2012). The results of the advanced degree study program affect changes in the pattern of relations between administrative ranks and theoretical positions on the one hand and professional abilities on the other. Before the degree program, the functional role of the teacher was in line with the teacher's professional level. However, after obtaining a degree from further studies (S2), the teacher's professionalism became qualified in terms of academic mastery (Uwes, 2017).

4. Comparative Study

A comparison study (comparison study) is a learning concept carried out in different locations and environments. It is an activity commonly carried out to improve quality, expand the business, improve systems, determine new policies, improve laws and regulations, and others.

Interest groups carry out comparative study activities to visit or meet particular objects that have been prepared and take place in a relatively short time. The point is to compare the condition of the object of study in other sites with the requirements in one's area. The result is data and information collection as reference material in formulating the desired concept. And most importantly, the results of comparative studies are harmonized with the actual conditions in our current place and then supplemented with careful plans about what and how the program will be carried out in the future. So this activity must be a complete, comprehensive, holistic excavation process and not inserted to take advantage or just take a walk.

Comparative studies do not only mean visiting outside the region; the learning process from one place is considered more established and advanced. The objectives of the comparative analysis are:

- a. To increase our insight into other places
- b. To gain new experiences elsewhere
- c. To compare our site with other places

- d. To expand our thinking horizon.

Forms of Principal Strategies in Developing the Quality of Teacher Resources

The head of SDI Miftahul Huda Keringan Nganjuk, in providing teacher work motivation to develop the quality of teachers, always tries to provide opportunities for those who want to be creative and innovate by providing the necessary supporting infrastructure so that teachers can develop and of course, add insight and knowledge.

Researchers see the principal's leadership behaviour as not just a holder of power; the principal can protect and even become a teacher partner. So that the teacher will be more flexible and do not hesitate to say the problems faced when the teacher is in class, issues with fellow teachers, and others (Mulyasa, 2007a).

This is the principal's task as a motivator, where the principal must have the right strategy to motivate teachers in carrying out various tasks and functions. This motivation can be grown through setting the physical environment, setting the work atmosphere, discipline, encouragement, appreciation effective, and the provision of various learning resources through the development of Learning Resource Centers (Mulyasa, 2007b).

The forms of strategies to develop the quality of teacher resources at SDI Miftahul Huda Keringan Nganjuk are as follows:

1. Strategy Power

The head of SDI Miftahul Huda Keringan Nganjuk also applies this power strategy in their school. This power strategy is a strategy to improve teacher performance by using the power possessed by a school principal. These two schools sometimes use it for incidental matters. For example, there are seminars. Sometimes the principal uses his ability to determine which teachers will be included in the workshop. However, this powerful strategy cannot be used, for example, if the school already knows the shortage of teachers based on observation, supervision or assessment of teacher performance standards. Then the principal must apply the right strategy to overcome the weaknesses of the teacher so that the system can be implemented on target and of course, practical and efficient.

2. Persuasive Power

These two schools also implemented this strategy by forming opinions and views of the community or school members. The principal of SDI Miftahul Huda Keringan Nganjuk, tries to instil Islamic values into teachers that work is da'wah. So the relationship with Allah SWT. This will increase the motivation from within so that the teacher will continue improving his abilities and providing the best, especially for his students.

According to researchers, cultivating Islamic values is a very effective implement. By inculcating existing Islamic values, it will indirectly shape the teacher's morale always to try to be a good servant in front of humans and, most importantly, before Allah SWT. Not only that, the impact of teaching Islamic values will indirectly strengthen the sense of brotherhood/ukhuwah between school principals, teachers, and other staff so that there will be feelings of affection for each other, caring for each other, sharing, creating peace of mind and character another positive.

By itself, communication, friendship, and cooperation will always be well maintained between fellow educators and education staff, principals and teachers and other staff. From this, the researcher saw that these two schools had created a conducive working climate.

3. Training Procurement

The development of teacher professional competence is an activity that is carried out on an ongoing basis to ensure the implementation of activities consistently. To develop the quality of teachers, the head of SDI Miftahul Huda Keringan Nganjuk, also prepares his teachers to attend seminars, training, workshops, comparative studies and other activities tailored to the needs of each teacher. This will significantly help improve teachers' insight and abilities about things they have not mastered so that teachers will always try to continue developing and improving.

4. Supervision

The head of SDI Miftahul Huda Keringan Nganjuk, also conducts academic supervision. In addition, external control is usually brought in from the National Education Office. This is very useful and effective for improving teacher performance. From this supervision, teachers will know more about their shortcomings when carrying out teaching and learning activities so that principals, teachers, and even external supervisors can discuss them together and provide solutions for what to do to improve or fix them.

5. Utilization of Information Technology

The head of SDI Miftahul Huda Keringan Nganjuk, is also very concerned about the importance of using information technology. These two schools provide internet facilities so teachers can access whatever is needed to increase their insight, knowledge, and scholarship. This will make teachers more developed, creative, and even related innovations in teaching and learning.

The Principal's Leadership Role in Developing the Quality of Teacher Resources

According to E. Mulyasa, in subsequent developments to the needs of the community and the times, as well as the existence of a new paradigm of education management, the principal is seen as a figure or figure who holds the reins of school leadership and has the power to determine school life. The principal's duties include various roles, which include: educator, manager, administrator, supervisor, leader, innovator, and motivator. Of the seven principal parts stated above, the principal most dominant role played by the principal in developing the quality of teacher resources at SDI Miftahul Huda Keringan Nganjuk is as follows:

1. As an Educator

The principal, as an educator, must have the right strategy to increase professionalism and develop academic staff in his school. The following are some of the efforts made by the head of SDI Miftahul Huda Keringan Nganjuk, in carrying out his duties as an educator, especially in developing the quality of teacher resources, including:

- a. They involve teachers in training, seminars, and workshops to increase their insight and knowledge of the teachers.
- b. Provide opportunities for teachers to continue their studies to a higher level of master's to improve their knowledge and skills in teaching and learning.

- c. They are trying to find scholarships for teachers who want to continue their education through collaboration with agencies or institutions with good relations.

Teaching and learning activities are the core of the educational process, and teachers are the primary implementers and developers of the school curriculum. Principals who show high commitment and focus on curriculum development and teaching and learning activities in their schools will, of course pay great attention to the level of competence of their teachers, as well as will always try to facilitate and encourage teachers to improve their competencies continuously, so that teaching and learning activities can run effectively and efficiently.

2. *As Supervisor*

Principal as supervisor; that is, to determine whether the program that has been determined is running well or not, it is necessary to have supervision/class visits. According to the ancient concept, supervision is carried out as an "inspection" or finding fault with the teacher in teaching tasks. Meanwhile, in the modern view, supervision is an effort to improve teaching and learning situations, namely supervision as an aid for teachers in improving the quality of teaching to help students learn better. In other words, supervision is a coaching activity planned to assist teachers and other school employees in doing their jobs effectively.

The primary mission of educational supervision is to provide services to teachers to develop the quality of learning and facilitate teachers to teach effectively. It cooperates with teachers or other staff to enhance the professional growth of all its members.

To carry out supervision actions as well as possible, the principal should pay attention to the principles of supervision. The principles in educational leadership are the duties of the principal, so in carrying out these duties, the principal should rely on the management principle.

3. *As a Leader*

The principal as a leader, namely the ability that the principal must realize as a leader, can be analyzed from personality, knowledge of education staff, madrasa vision and mission, decision-making ability, and communication skills.

Mulyasa stated that the principal as a leader must have the following characteristics: (1) Must include personality, (2) must have basic skills, and (3) must have professional experience and knowledge and administrator knowledge. In addition, the principal as a leader will be reflected in the following characteristics: (1) honest, (2) confident, (3) responsible, (4) brave to make decisions, (5) big-hearted, (6) can control emotions and (7) as a role model/examples.

The principal must also be able to generate high morale and be able to create a work atmosphere that is fun, safe and full of enthusiasm. Principals must also be able to develop staff to grow in their leadership. This means that the principal must be able to share authority in decision-making because the principal must carry out many responsibilities.

4. *As Manager*

In managing education personnel, one of the tasks that school principals must carry out is carrying out maintenance and professional development activities for teachers.

In this case, the principle of SDI Miftahul Huda Keringan Nganjuk can facilitate and provide broad opportunities for teachers to be able to carry out professional development activities through various educational and training activities, both implemented in schools, such as MGMP/MGP at the school level, in house training, professional discussions and so on, or through education and training activities outside of school, such as opportunities to continue education or participate in various training activities organized by other parties.

The principal as manager here is carried out by the head of SDI Miftahul Huda Nganjuk in collaboration with education staff, namely, coordinating with teachers in their respective fields, such as with the waka of each lot, religion teachers themselves, general teachers themselves, masters teachers themselves and senior teachers.

5. Administrator

Principal as administrator; it is commonly known that in administration, there are several functions, including planning, organizing, directing, coordinating, supervising, curriculum, student affairs, staffing and others.

The head of SDI, Miftahul Huda Keringan Nganjuk, carried out his duties as an education administrator to improve the quality of his school. In this case, the principal repairs and develops school facilities, such as buildings, infrastructure, finance, Management Information Systems (SIM), welfare and others. -other things that are all covered in the field of education administration. In this case, the principal functions as an Education Administrator.

6. Motivator

The principal as a motivator; The head of SDI Miftahul Huda Keringan Nganjuk every year the head of the madrasa always gives awards to teachers who are considered outstanding and leaders of an educational institution, namely by influencing or persuading their academic staff.

Quoting Hasibuan's opinion, Marno & Triyo Supriyatno stated the purpose of motivation as follows; (1) changing team member behaviour according to the leader; (2) increase team member enthusiasm, (3) improve team member discipline; (4) increase team member stability; (5) improve team member welfare; (6) improve team member performance; (7) improve team member morale; (8) increase employees' sense of responsibility; (9) increase efficiency productivity; (10) deepen employees' love for the company; and (11) increasing team member participation in the company.

Thus, the motivational objectives above can be concluded as an effort to direct employees/subordinates in increasing their responsibility towards their duties by paying attention to their abilities, welfare, and sense of togetherness to achieve work productivity by predetermined goals.

7. Innovator

The principal an innovator, the principle of SDI Miftahul Huda Keringan Nganjuk, is Always trying to innovate and update teacher quality development activities, which means that there has been significant progress.

Malaysia added that the principal, as an innovator, must have the right strategy to establish a harmonious relationship with the environment, seek new ideas, integrate every activity, set an example for all education personnel in the school and develop

innovative learning models. The principal as an innovator will be reflected in how he does his work in a constructive, creative, delegative, integrative, rational and objective manner, pragmatic, exemplary, acceptable and flexible manner.

Based on the description above, it can be concluded that the principal, as an innovator, has a critical, creative mindset and always has a desire for renewal for a better direction and is never satisfied with what he has obtained and achieved.

In practice, these two schools play a more dominant role as managers because the principal's job here is to carry out management functions in the form of planning, organizing, implementing and evaluating teacher performance. Then to draw up a teacher performance plan, the principal involves all elements of school personnel.

With the implementation of human resource management by the principal or in terms of control, the manager has been responded to by the educators. They with a sense of responsibility and professionalism as educators have carried out the duties or tasks assigned (job description). In carrying out the performance of teachers experiencing difficulties, it is advisable to look for literature related to management and overcome these difficulties yourself before asking the principal for help.

IV. CONCLUSION

The principal's strategy in developing the quality of teacher resources at SDI Miftahul Huda Keringan Nganjuk was prepared jointly by involving all teachers and employees and the school committee democratically so that the program was designed and received support from all parties (stakeholders). The programs implemented by the principal in developing the quality of teachers at SDI Miftahul Huda Keringan Nganjuk are a) Assignments for teachers; b) Bringing in Resource Persons; c) Carry out further studies; d) Carry out comparative studies. The forms of the principal's strategy in developing the quality of teacher resources at SDI Miftahul Huda Keringan Nganjuk, namely: holding training, seminars, workshops, and activities that add insight and knowledge of teachers, awards, procurement of supervision, inculcation of values. Islamic values include reciting together, creating a conducive work climate (exemplary, discipline, cooperation, commitment and good communication and friendship), adequate facilities/infrastructure and the use of information technology.

The leading roles played by the principal in developing the quality of teacher resources at SDI Miftahul Huda Keringan Nganjuk are as follows: (1) educator (educator), (2) manager, (3) administrator, (4) supervisor, (5) leader (leader), (6) innovator, and (7) motivator. Principals have a strategic role in developing and improving teacher competencies as educators, managers, administrators, supervisors, leaders, innovators, and motivators. The role of the principal is essential thing in educational institutions. The development of teacher resources depends on the part of the principal. The results of this study are expected to be an evaluation and can add to the development of the Miftahul Huda SDI educational institution and other educational institutions. In addition, it becomes an example and reference for future research.

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