Research article

Principal's Role in Developing Educators' Pedagogical and Social Competencies

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Abstract.
The principal as a head of an institution is responsible for realizing student learning activities and creating a harmonious environment. Teachers play a vital role in the process of education and are constantly required to build on their skills. Yet many teachers in Indonesia are still lacking the required academic and social competencies. This study explored the principal's strategy for developing teachers' academic and social competencies in Indonesian schools. The researchers carried out a systematic literature review by documenting and reviewing all related articles published during 2015–2021 on DOAJ, lens.org, and PSI. The 25 selected studies examined four teacher competencies, including the pedagogical and social competencies. It was found that teachers' pedagogical and social competencies such as their technical, human, and conceptual skills improved following an effective training strategy by the principals.

Keywords: principal's strategy, pedagogical competence, social competence

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1. Introduction

Improving the quality of education as one of the national education development strategy principles is based on the vision and mission of a strategic education system. The strategic vision of the education system must include several things, especially in the preparation of human resource development strategies to identify global forces in the future. One of the important factors in developing human resources in education is in-school educational institutions, which the principal carries out as a leader both for the institution and for teacher development. [1]

There are various types and levels among educational leaders, including school principals, who are very important because they are directly related to the implementation of educational programs and goals in schools. The achievement of education is very dependent on the skills and policies of the principal as an education leader. This is

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because the principal is a professional official in charge of managing all organizational resources and collaborating with teachers to educate students to achieve educational goals.

Many teachers are found who have problems when carrying out their duties. This results in students not understanding what the teacher is saying so that the learning process cannot achieve its goals. The community also attributes the teacher's failure to be influenced by the principal's lack of good strategies. The principal's leadership is very supportive of effective and efficient school management. A teacher is considered a professional if the students are also successful. A teacher can be said to be a teacher if he has 4 (four) competencies: academic competence, social competence, professional competence, and personality competence. One that an educator must achieve is academic competence and social competence. [2]

In this study, researchers conducted research on the principal's strategy to improve the academic competence and social competence of teachers based on three abilities that principals, including one, must possess)

1. Technical Skills The principal must master the methods, processes, procedures, and techniques for conducting learning and utilize infrastructure to support learning activities.

2. Human Skills Related to understanding human behavior in the process of cooperation, the ability to understand the hearts, attitudes, motives of others, and the ability to communicate clearly and effectively, the ability to create effective, cooperative, practical, and diplomatic cooperation, and be able to behave acceptably.

3. Conceptual Skills Analytical ability, rational thinking, expert and proficient in various conceptions, able to analyze various events, anticipate various orders, and recognize various kinds of opportunities and social problems.

This study aimed to determine the principal's strategy in developing the academic competence and social competence of teachers.

2. Methods

This research article used the Systematic Literature Review (SLR) method with a meta-synthesis model. Systematics in writing using the following steps. Initially doing identification, screening, feasibility, and making conclusions. This systematic literature review uses reference data from several journal articles from DOAJ, Google Scholar, and

lens.org. The keywords used are the principal's strategy, academic competence, and social competence. The selected articles match the keywords published with a limitation of the last seven years from 2014 to 2021. This limitation is part of an effort to focus on publication articles for reading and improve the accuracy of information retrieval. From several articles collected, the researchers chose 15 articles that matched the keywords they were looking for. Before being ready for use in these results, each article was evaluated against the criteria. After that, the researcher categorizes the articles related to technical skills, human skills, and conceptual skills that school principals use to make strategies to improve teachers' academic and social competence.

3. Finding and Discussion.

In this section, the author tries to describe and at the same time discuss the principal's strategy in improving the academic competence and social competence of teachers.

Leadership is an important aspect in determining the success or failure of an organization because it involves a leader's behavior to influence his employees so that employees want to work together to realize organizational goals. a leader is expected to have a strategy; strategy is a shared means with long-term goals to be achieved. Strategies to improve the quality of education and to learn quality through adequate efforts to achieve success. A leadership strategy is a plan or method used by the leader to achieve a certain goal. A school principal must have good strategies to create a harmonious, efficient school environment and can create teachers who have four competencies: academic competence, social competence, professional competence, and personality competence. In making a strategy, a principal must pay attention to the principal's abilities, including technical skills, human skills, and conceptual skills. In this article, the focus is on discussing the principal's strategy in improving teachers' academic and social competence.

1. Pedagogic Competence is the ability to manage students, which includes understanding students, designing and implementing learning, evaluating learning outcomes, and developing students to actualize their various potentials. This competency is very important and affects the success of learning in the classroom. [3]

The pedagogical competence itself includes:

1. Be able to decide why, when, where, and how the objectives, materials, strategies, media, and evaluations support the teaching objectives of students.

2. Able to develop student potential and carry out educational learning.

3. Mastering the basic principles of learning and developing curriculum.

4. Assessing learning processes and outcomes that refer to educational goals.

The application of academic competence carried out by an educator cannot be separated from the role of a school principal who regulates the curriculum given to students. In this case, any proposals given by the teacher or an educator to be approved or not approved must wait for a decision from the role of the Principal.

1. Social Competence Social competence is the ability of teachers as part of the community to communicate and interact effectively with students, fellow teachers, education staff, parents/guardians, and the community. The social competencies that teachers must possess are as follows:

2. Skilled in communicating with parents.

3. Be sympathetic

4. Can work with school committees.

5. Good at getting along with coworkers and educator partners.

Communication with all parties, including students, must always be pursued for the success of the learning process because, in the learning process, communication plays a very important role. A good relationship between teachers and students, fellow teachers, parents or guardians of students, and community members will create a pleasant and conducive work atmosphere so that teachers are enthusiastic in carrying out their duties. Teachers must interact well in class so that students also feel comfortable and the class is conducive when the teaching and learning process takes place [4].

Table 1. shows that to improve the academic competence of teachers, a principal needs technical skills as the core of making principal strategies. This point is specifically discussed in 40% of journals [1] [18] [19]. In addition to technical skills, a principal must also have conceptual skills in making strategies to improve teacher pedagogic competence; in this case, 25% of the journals are discussed [20] [6] [21]. Then in improving the social competence of teachers, a principal must also have human skills as a reference in making strategies. This point is discussed by 35% in journals [22] [23] [24] [25].

Of the three skills that the principal must possess, the principal can easily design quality strategies to improve teacher performance, especially in academic competence and social competence. The strategies that can be designed are as follows:

TABLE 1: References Principal's Strategy in Developing Educators' Pedagogical and Social Competencies

Referensi Principal's Strategy in Developing Educators' Pedagogical and Social Competencies	Technical Skills	Human Skills	Conceptual Skills
Strategi Kepala Sekolah dalam Meningkatkan Kompetensi Guru terhadap Hasil Belajar Siswa di SMA Negeri 1 Peukan Banda Aceh Besar.	√	√	
Kompetensi Pedagogik dan Profesional Guru dalam Meningkatkan Hasil Belajar Fisika Siswa SMA di Wilayah Barat Kabupaten Bireuen [5]	√		√
Evaluation of Teacher's Pedagogical Competence in Developing 2013 Curiculum Learning. [6]	√		√
Strategi Peningkatan Kompetensi Pedagogik Guru Untuk Meningkatkan Mutu Sekolah [7]	√		√
"Effect of Pedagogical Competence and Work Motivation on the Performance of Educators in SMP Muhammadiyah 4 Gempol" [6]			√
Formation of students' social competence in a virtual educational environment [8]		√	
The Impact of Etnocontructivism in Social Affairs on Pedagogic Competencies [9]	√	√	
The Significance of Educator Certification in Developing Pedagogy, Personality, Social and Professional Competencies [10]	√	√	
The Influence of Professional and Pedagogic Competence on Teacher's Performance [11]	√		
Technology for the development of the qualities of pedagogical competence in future teachers [12]	√		
Communicative teaching models: The formation of the professional pedagogical competence among health and safety school teachers [13]		√	
The Influence of Teacher's Pedagogic Competence on Learning Motivation of Student of Office Administration Expertise Package [14]			√
Qualitative study of social and healthcare educators' perceptions of their competence in education [15]		√	
Modern teacher role for increasing the students' competence in pedagogical specialty [16]			√
"The Effect of Teacher's Social Competence on Increasing Human Resources at SMP Muhammadiyah 9 Tanggulangin Boarding School" [17]		√	

1. Turba (down to the bottom) monitors and guides teachers and students.

2. Improve learning practices that are easy for teachers and students to understand.

3. Make the level of teacher performance based on the teacher's competence.

4. Conducting class supervision in a structured way.

5. Provide facilities and space for lecture teachers with linear majors.

6. Include teacher training both internally and externally.

7. Build a synergistic relationship between principals and teachers.

8. Providing guarantees for a prosperous teacher life.

9. Implement a democratic attitude and good communication.

10. Provide space for teachers to talk heart to heart with the principal.

4. Conclution

A school principal must have good strategies to create a harmonious, efficient school environment and can create teachers who have four competencies: academic competence, social competence, professional competence, and personality competence. In making a strategy, a principal must pay attention to the principal's abilities, including technical skills, human skills, and conceptual skills. Pedagogic competence is the ability to manage students, which includes understanding students, designing and implementing learning, evaluating learning outcomes, and developing students to actualize their various potentials. Meanwhile, social competence is the ability of teachers as part of the community to communicate and interact effectively with students, fellow teachers, education staff, parents/guardians, and the community. The strategies that can be designed are, down to the bottom to monitor and guide teachers and students, Improve learning practices that teachers and students easily understand, Make teacher performance levels based on the competence of teachers, Conduct structured class supervision, Provide, Facilities and space for college teachers with linear majors. Involving teacher training both internally and externally. Building a synergistic relationship between principals and teachers. Providing guarantees for a prosperous teacher life. Implementing a democratic attitude and good communication. Providing space for teachers to speak from the heart to the heart with the principal.

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