

# The Principal's Management in Developing Teachers' Pedagogical Competence for Quality Improvement at PAUD Terpadu KB dan TK Melati Putih Plus Samarinda

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## Abstract

Early childhood education (PAUD) plays an important role in children's basic development, but the quality of education provided in integrated PAUD KB and TK Melati Putih Plus still faces significant problems, especially related to teacher pedagogical competence. Many teachers in PAUD still have not fully mastered the skills in designing effective, interactive learning that is in accordance with the needs of early childhood. This study aims to describe the planning, organization, implementation, and supervision in developing teacher pedagogical competence in integrated PAUD KB and TK Melati Putih Plus Samarinda. The research method used is a case study with a qualitative approach. The sources of research data are the principal, vice principal, teachers, supervisors, and parents. Data collection was conducted through in-depth interviews, observation, and documentation. The results of the study indicate that effective planning involves creating a safe and comfortable learning environment, implementing student-centered learning, and ongoing assessment. Good organization includes clear division of tasks, collaboration between teachers, and parental involvement. Learning implementation is carried out through direct monitoring, periodic evaluation, and the use of technology to support interactive learning. Supervision is carried out through evaluation of the Daily Learning Implementation Plan (RPPH), direct observation, and constructive feedback. All of these effective principal management practices contribute to improving teacher pedagogical competence and overall education quality.

*Keywords:* Principal Management, Pedagogical Competence, Education Quality, PAUD.

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## 1. Introduction

Education is a fundamental key to building a nation from one generation to the next. The success of the management of an educational institution highly depends on the leadership of the school principal. As a leader within an institution, the principal must be able to guide the institution towards achieving its established goals. They must be capable of recognizing changes and envisioning a better future in an era of globalization. The principal's leadership must operate effectively, meaning the principal is oriented towards school management (Aryawan, 2019).

The school principal is responsible for designing sustainable professional development programs for teachers. Thorough planning includes analyzing teachers' competency development needs, setting clear objectives, and designing strategic steps to achieve them. This process not only encompasses technical training but also the development of soft skills such as communication abilities, classroom management, and the use of technology in learning.

In the context of education in Indonesia, the role of the school principal is increasingly important in enhancing teacher competence, particularly pedagogical competence. The reality on the ground reveals that many educators do not yet meet the qualifications of competent teachers, especially in pedagogical competence related to learning management. For example, some teachers are not yet able to utilize learning technology or develop effective learning designs. Mulyasa (2022) in his book "Character Education Management" states that pedagogical competence is crucial for teachers to create effective, interactive learning that aligns with students' needs, especially in the context of character education.

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Based on the results of the 2019 Teacher Competency Test (UKG), the average scores for pedagogical and professional competencies of teachers in East Kalimantan for kindergarten, elementary, junior high, senior high, and vocational high school levels were 55.74, with a pedagogical competency score of 52.08 and a professional competency score of 57.31. These figures are still far from the national UKG standard of 80.00. This data indicates that the quality of teachers, particularly in terms of pedagogical competence, still requires serious attention, including in the city of Samarinda. This condition directly impacts the low quality of education, especially at the Early Childhood Education (PAUD) level, where the learning process should provide a strong foundation for children's development.

As an educational institution focused on early childhood learning, PAUD Terpadu KB dan TK Melati Putih Plus Samarinda has a strategic role in preparing a quality generation. Therefore, the quality of education at PAUD highly depends on the pedagogical competence of the teachers responsible for the children's learning.

Wibowo and Suharto (2020) reveal that teachers with higher educational backgrounds, such as bachelor's or master's degrees in education, possess better pedagogical competence compared to teachers without adequate formal educational backgrounds. Most teachers at PAUD Melati Putih Plus have educational backgrounds in early childhood education (PAUD), with 7 out of 11 teachers holding an S1 (Bachelor's degree) in PAUD, 3 with an S1 in Economics, and 1 with a high school diploma. They likely have a better understanding of the theories and practices related to child development and learning management. However, some teachers have educational backgrounds that are less relevant or inadequate.

The school principal's management in developing teachers' pedagogical competence can be viewed from four main aspects: planning, organizing, implementing, and supervising (Mulyasa, 2022). Based on the description above, the researcher conducted a study titled "The Principal's Management in Developing Teachers' Pedagogical Competence for Quality Improvement at PAUD Terpadu KB dan TK Melati Putih Plus Samarinda."

## **2. Methodology**

In this research, the author employs a qualitative research type with a descriptive approach, which is research that describes or portrays the state or status of a phenomenon. The state referred to is the condition existing in the field or research location. The object of study in this research type is how the School Principal's Management in Developing Teacher Pedagogical Competence for Quality Improvement at PAUD Terpadu KB dan TK Melati Putih Plus Samarinda is implemented. The data sources in this research are Primary and Secondary. Primary data is data directly collected by the Researcher from informants, namely the school principal, vice-principal, school supervisor, teachers, and school committee at PAUD Terpadu KB dan TK Melati Putih Plus Samarinda. Secondary data sources are data sources that do not directly provide data to the data collector.

This research was conducted in the odd semester of the 2024/2025 academic year, after the researcher conducted a proposal seminar. The research was carried out at PAUD Terpadu KB dan TK Melati Putih Plus Samarinda, located at Jl. P. Suryanata Komplek Batu Putih Permai RT.33, Samarinda Ulu Subdistrict, Air Putih Village, Samarinda City, East Kalimantan Province.

The data collection methods in this research were observation, interviews, and documentation. The data analysis technique used in this research is the Miles and Huberman version, with the instruments of data reduction, data collection, data presentation, and conclusion drawing.

## **3. Results and Discussion**

### *3.1. School Principal's Planning in Developing Teacher Pedagogical Competence*

Planning is a crucial initial step in enhancing the quality of education within an educational institution. In this context, the school principal at PAUD Terpadu KB dan TK Melati Putih Plus Samarinda implements systematic and structured planning to improve teachers' pedagogical competence (Suyadi, 2019). Based on interviews, the school principal at PAUD Terpadu KB dan TK Melati Putih Plus Samarinda ensures that the school environment is safe and comfortable for students, both physically and psychologically. To achieve this, the principal utilizes CCTV in every classroom to monitor student activities and employs security guards in the school area to maintain safety. Learning is not only focused on students' physical safety but also their psychological well-being. The use of CCTV serves to directly monitor student activities in each classroom. This ensures that all teaching and learning activities are under supervision, and there are preventive measures against potential physical hazards.

The principal's planning includes the use of classrooms adapted to the needs of children. The principal focuses on student-centered learning planning, which is a key element in developing teachers' pedagogical competence. The methods used focus on achieving learning objectives that are not only academic but also encompass children's social and emotional development. In practice, student-centered learning involves active interaction between students and teachers, allowing students to develop critical skills and manage their emotions.

To support student-centered learning, the principal also encourages the adaptive use of information and communication technology (ICT) to enrich students' learning experiences and ensures that learning materials are integrated with their daily life contexts.

Learning that is centered on students not only considers academic achievement but also accommodates their social and emotional development, indicating that with this approach, students become more involved in the learning process, which enhances their understanding of the material (Rahayu, 2022). In this planning, the principal ensures that the Daily Learning Implementation Plans (RPPH) prepared by teachers can be adjusted to the needs and development of students. Each week, the RPPH is evaluated and reviewed to ensure that learning remains student-centered and meets their needs. With this approach, learning planning not only includes academic goals but also considers how students actively engage in learning activities, making the teaching and learning process more effective.

### *3.2. School Principal's Organizing in Developing Teacher Pedagogical Competence*

The organizing carried out by the school principal at PAUD Terpadu KB dan TK Melati Putih Plus Samarinda plays a very important role in supporting the development of teachers' pedagogical competence. Through a clear organizational structure, the organization of appropriate learning methods, and strong collaboration between teachers and parents, the principal successfully creates a conducive learning atmosphere that ultimately has a positive impact on the quality of education at the school.

The school principal at PAUD Terpadu KB dan TK Melati Putih Plus Samarinda structures the teaching team organization with a clear division of roles based on teachers' competencies and experience. This aligns with Darlina (2022), who indicates that clear organization, with task allocation according to competence, can enhance collaboration among teachers and support the effective achievement of learning objectives.

The school principal at PAUD Terpadu KB dan TK Melati Putih Plus focuses on the implementation of the Center-based approach in learning. This approach allows learning to be tailored to the developmental stages and needs of students. Each center has activities designed to encourage active student participation, in accordance with the learning objectives to be achieved at each stage of their development.

The Preparation Center focuses on activities involving hand movements and more detailed skills. Children aged 3-6 years develop the ability to control their hand and finger movements, which is important for daily skills such as writing, drawing, or eating. The Role-Playing Center focuses on developing children's communication and language skills, both oral and written.

The Natural Materials Center provides children with opportunities to observe and experiment with the natural world and simple science phenomena. Children learn through direct observation, experimentation, and discussion about their surroundings, such as plants, animals, and weather. In addition to the Center-based approach, the principal also supports the use of project-based methods to ensure varied and engaging learning. The principal directs teachers to design projects that are not only interesting but also related to the children's real lives.

By organizing learning methods based on student needs, the principal ensures that every student has the opportunity to develop according to their potential and interests. This also makes it easier for teachers to design more relevant and enjoyable learning for students.

### *3.3. School Principal's Implementation in Developing Teacher Pedagogical Competence*

The school principal at PAUD Terpadu KB dan TK Melati Putih Plus Samarinda ensures that every learning session is implemented according to the planned schedule. Monitoring of learning implementation is carried out through direct observation and discussions with teachers to evaluate whether the learning process is proceeding according to the planned schedule. The principal pays special attention to the process of adjusting schedules if there are changes or adjustments in learning activities.

This allows learning activities to continue smoothly despite sudden changes. Research by Irfan (2021) shows that monitoring is carried out routinely and continuously. The monitoring process carried out by the principal also includes periodic evaluations to ensure that every activity in the centers is in accordance with the time.

The principal also monitors student involvement in every learning activity, which is one indicator of success in the educational process. Research by Yuliana (2022) found that active student involvement in group projects and discussions significantly influences the development of students' social and cognitive skills. Monitoring of student involvement is carried out through direct observation, as well as using anecdotal notes to assess the level of student participation in discussions, practices, and projects in each center.

To support more active student involvement, the principal provides training to teachers on effective communication and how to provide constructive feedback after each activity. This is very important for building positive relationships between teachers and students, as well as increasing students' confidence to participate in discussions and group collaborations.

Technology is used as a tool to enrich students' learning experiences and make learning more engaging and interactive. The principal ensures that technology is applied adaptively in learning, in accordance with the teaching materials and student needs.

#### *3.4. School Principal's Supervision in Developing Teacher Pedagogical Competence*

The supervision carried out by the school principal at PAUD Terpadu KB dan TK Melati Putih Plus Samarinda focuses on ensuring that teachers' pedagogical competence continues to develop and that the learning process proceeds according to the planned schedule. Through structured supervision, the principal not only ensures the proper implementation of learning but also monitors student participation, evaluates the achievement of learning objectives, and oversees feedback received from students and parents. These findings demonstrate how the supervision carried out by the principal plays an important role in improving the quality of education at this school.

The principal has an important role in ensuring that every learning plan that has been prepared can be implemented well and in accordance with the established objectives. The principal conducts supervision through routine reviews of the RPPH (Daily Learning Plan) and discussions with teachers to evaluate whether each learning session is proceeding according to the plan. This aligns with research by Irwan (2021), which found that principals who routinely evaluate and supervise the RPPH can increase learning effectiveness.

This supervision is carried out through direct observation and periodic evaluations to assess the effectiveness of the learning methods used. The principal collects data from student assessments, teacher reflection results, and feedback from students to ensure that learning proceeds according to the objectives.

Monitoring student participation in learning is a primary focus in the supervision carried out by the principal, including supervision of student engagement in every learning session (Wulandari, 2022). To ensure that students are actively involved in learning, the principal conducts direct observations during learning activities in each center, such as the Block Center, Role-Playing Center, and Natural Materials Center.

The principal encourages teachers to provide assignments that can facilitate active student participation, such as group-based projects that promote collaboration among students. If students are found to be less active, the principal collaborates with teachers to analyze the causes and seek necessary steps to increase their involvement, such as providing more attention or adjusting assignments to make them more engaging. Evaluation of the achievement of learning objectives is an important part of the supervision carried out by the principal. This aligns with Handayani (2020), which shows that continuous evaluation during the learning process can improve the achievement of educational goals.

The principal also supervises the feedback received from students and parents. This feedback becomes important information for assessing the quality of learning and helping to improve the learning process in the future. Feedback received from parents and students can improve the quality of learning. Principals who actively collect and respond to feedback can identify areas for improvement in teaching and ensure that the learning process at home and school is aligned (Susanto, 2021).

#### 4. Conclusion

Based on the results of the research conducted regarding the planning, organizing, implementation, and supervision of the school principal in developing pedagogical competence for Quality Improvement at PAUD Terpadu KB dan TK Melati Putih Plus Samarinda, several conclusions can be drawn as follows:

- a. This planning includes creating a safe and comfortable learning environment focused on establishing a secure and comfortable setting for students, both physically and psychologically. By implementing student-centered learning and continuous assessment, the principal ensures that the learning process is effective and aligned with student needs. The principal also provides training to teachers on managing classrooms with a positive approach and paying attention to students' social and emotional development. A holistic approach in assessment helps monitor students' overall development, which enhances teachers' pedagogical competence and the overall quality of education.
- b. Effective organizing supports teachers' pedagogical competence. The clear division of tasks in each center based on teacher expertise fosters good collaboration among teachers. Center-based and project-based learning methods actively increase student engagement. The principal also optimizes collaboration among teachers through Teacher Working Groups (KKG) and involves parents in the learning process. All of this creates a conducive learning environment and improves the overall quality of education.
- c. Implementation focuses on ensuring that every learning activity proceeds according to plan. The principal conducts direct monitoring and periodic evaluations of the learning process, as well as adjusting schedules when necessary. Student involvement in learning activities is also monitored to ensure their active participation, which is important for their social and cognitive development. Additionally, the principal ensures that technology is used effectively to support visual and interactive learning, with training for teachers in the use of digital devices. All these steps aim to create learning that is more engaging, interactive, and tailored to student needs.
- d. Supervision focuses on developing teachers' pedagogical competence and ensuring that learning proceeds according to plan. The principal conducts routine evaluations of the RPPH, direct observations, and monitoring of student engagement to ensure learning effectiveness. This supervision includes continuous assessment involving students' cognitive, social, and emotional aspects, as well as providing constructive feedback. The principal also optimizes communication with parents through regular meetings and technology, such as WhatsApp groups, to enhance collaboration and the quality of learning.

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