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# Strategic Improving of Teachers Competence Junior High Schools in Bandung Regency

**Sutarman**

Universitas Islam Syekh Yusuf, Indonesia

**Abstract**---This study aims to determine the competence of teachers (1). Pedagogy (2). Personality (3). Social competence (4). Professional competence. The research method with a qualitative approach describes events and phenomena that occur in the field. Data collection techniques through interviews with the main volunteers, site surveys, documentation studies and literature studies. Conclusion: (a). Develop strategic planning (b). Strategic implementation in accordance with the agreed plan (d). Strategic evaluation is carried out routinely, measuring all activities and providing an assessment.

**Keywords**---develop strategic planning, junior high schools, professional competence, strategic improving, teacher competence.

## Introduction

Pedagogic competence is an ability to understand students (Afandi, 2015). Designing and implementing learning, evaluating learning outcomes, and developing students to actualize in their various potentials. Personality competencies include (Fadhli, 2017). Acting in accordance with national religious, legal, social and cultural norms, honest appearance, noble character, role models for students and society, presenting themselves as individuals who are steady, stable, mature, wise and wise, showing work ethic, high responsibility, pride in being a teacher, and self-confidence, upholding the code of ethics of the teaching profession (Balqis Putri et al., 2014).

Being inclusive, acting objectively, and not discriminating because of consideration of gender, religion, race, physical condition, family background, and family social status, communicating effectively, empathically, and politely with fellow educators, education personnel, parents and the community, adapt to places of duty throughout the Republic of Indonesia which have socio-cultural diversity, communicate orally and in writing (Craft, 2002). Mastery of material, structure, concepts, and scientific mindset that supports the lessons being

taught, mastering competency standards and basic competencies of subjects and areas of development that are being taught, developing learning material that is taught creatively, developing professionalism in a sustainable manner by carrying out, reflective actions, utilizing information and communication technology to develop themselves. According to [Mulyasa \(2007\)](#), that "Increasing teacher professionalism is an effort to help teachers who do not meet professional qualifications to become professionals". Regarding the improvement of the quality of teaching staff, we can see in the following table 1:

Table 1  
Data on certification teachers

| No | Tier                 | Already Certified |                    | Not yet Certified |                    |
|----|----------------------|-------------------|--------------------|-------------------|--------------------|
|    |                      | Civil servants    | Not civil servants | Civil servants    | Not civil servants |
| 1  | Kindergarten         | 132               | 265                | 25                | 285                |
| 2  | Elementary school    | 7484              | 234                | 500               | 527                |
| 3  | Extraordinary School | 230               | 55                 | 33                | 230                |
| 4  | Middle School        | 2145              | 805                | 117               | 1602               |
| 5  | High school          | 892               | 390                | 97                | 1949               |
| 6  | Vocational School    | 198               | 274                | 51                | 1384               |
|    | amount               | 11081             | 2023               | 823               | 6277               |

Source: Bandung regency education and culture office

Based on Table 1, it can be seen that the number of teachers who have received certification consists of civil servants and non-civil servants ([Ernawati, 2014](#)). The number of teachers who have the most certification is elementary school teachers with a total of 7,718, while the number of SLB teachers is the number of teachers who have the least certification, which is 285. This shows that most teachers already have certification, so that the professionalism of teachers through qualifications that have been determined can be realized ([Muhid, 2010](#); [Arifin, 2017](#)).

Table 2  
Teacher data on middle school certification

| No  | Subjects              | Number of Middle School Teachers PNS / Non PNS |
|-----|-----------------------|--|
| 1.  | Indonesian            | 342  |
| 2.  | English               | 215  |
| 3.  | Mathematics           | 297  |
| 4.  | Natural science       | 313  |
| 5.  | Social studies        | 319  |
| 6.  | Citizenship Education | 148  |
| 7.  | Physical education    | 142  |
| 8.  | Religious education   | 134  |
| 9.  | Art and culture       | 97   |
| 10. | I C T                 | 31   |
| 11. | Sudanese language     | 112  |

|                         |       |
|-------------------------|-------|
| 12. Skills              | 73    |
| 13. Counseling guidance | 135   |
| Amount                  | 2.358 |

Source: Bandung Reg education and culture office 2016

The Bandung District Education Office has drafted a program to improve junior high school teacher competency for the 2015/2016 academic year as follows:

- The number of junior high school teachers is 4669 people with the breakdown of civil servants = 2358 non-civil servants = 2407 people.
- The number of teachers who have participated in the certification competency program is 2538 people, with the details of PNS = 1733 people, and Non PNS = 805.
- Number of teachers who have not yet participated in the certification competency program = 2311 people, with the details of PNS = 797 and Non PNS = 1514.

The Directorate General of PMPTK has drafted a program to improve teacher qualifications as follows:

- The number of teachers participating in the subsidy program to increase qualifications to the S1 or D4 level is 1,174,177 (one million one hundred seventy four thousand and seventy seven).
- Every year is programmed in stages and will end in 2014.
- Cumulative funding needs per year can be seen in the table with a total cost of Rp. 5,509,028,000,000 (five trillion five hundred nine billion twenty eight million rupiah).

If the contribution of the central and regional comparison is: 60: 40 then the portion of funding:

- Center of Rp. 3,305,417,000,000 (three trillion three hundred five billion four hundred seventeen million rupiah).
- The area of Rp. 2,203,611,000,000 (two trillion two hundred three billion six hundred eleven million rupiah).

Efforts to accelerate the qualification improvement program to be carried out by the Directorate General of PMPTK, in completing the qualification increase can be accelerated as follows:

- Promote and synergize sources of funds in the district, city, provincial and community communities.
- The Acceleration Program for increasing teacher qualifications can be implemented with the Distance Education program without reducing quality.
- Maximizing the activities of the Teacher Working Groups and Subject Teachers' deliberations in an effort to improve academic qualifications with the guidance of the local government.

The role of the principal in developing teacher competency has not been effective, because the principal still focuses on material development (Madjid, 2016). One of the implementation of teacher competency development is through trainings organized by the government. But in the implementation of the training conducted by the government is still on improving professional and pedagogical competence. While implementation related to personality and social competence is rarely done. This research needs to be done because the increase in teachers is only in training to improve pedagogical and professional competencies so there will be an imbalance (Madjid, 2014; Mulyadi, 2016). Problems related to teacher competence that occur in school environments such as bullying. Shows that there is an imbalance between the personality and social competence of the teacher. Therefore the teacher's role is very important in balancing teacher competence. In carrying out teaching, as the spearhead in character building is the foremost figure in future changes. The teacher figure becomes the benchmark of attitude and behavior in the school and community environment (Jaenuri, 2017; Khofiatun & Ramli, 2016).

There are still teachers who bullying students (Mailani, 2014). Give nicknames according to their perception of students. That the behavior is an act of bullying of students. This is a bad example for students, because students will imitate the actions of the teacher because they think the action is not a problem to emulate. Schools can not only be an appropriate place to develop the potential of students, but schools are also a place for stressors to appear which can disrupt students' development (Priansa, 2014; Purwaningsih, 2014; Purwanto, 1987). One of the stressors that can interfere with the development of students is bullying behavior. Teachers have an important role in improving the quality of students, teachers have a high contribution in creating quality human resources. Because teachers are expected to be able to improve their professionalism to carry out their tasks and functions, namely by having personal competence and social competence (Rojai, 2013; Kamalul Haq, 2016; Sari, 2013).

## **Method**

The research method uses quantitative, as a quantitative analysis for the population used in the study, namely all teachers of SMPN 2 and SMPN 3 Baleendah Bandung District (Ramadhan & Sugiyono, 2015). With 82 teachers from two schools, because the sample size is less than 100 people, all samples are used as respondents. Of the 42 questionnaires distributed, only 31 respondents returned the questionnaire. The data collection techniques used questionnaires and interviews. The assumption test used is the normality test and the linearity test. Hypothesis testing uses simple regression analysis (Suhadi et al., 2014; Widiasari, 2014; Yunus, 2016).

## **Research variables**

The subjects of the study were the teachers of SMPN 2 and SMPN 3 Baleendah Bandung District. The research object is the Effect of Development Strategy on the competence of Teachers of SMPN 2 and SMPN 3 Baleendah Bandung District. With each variable consisting of several components assessed, namely:

- The independent variable is Development Strategy (X). This Development Strategy is used only in situational development strategies based on indicators of the research to be investigated, namely: Strategic planning, Strategic implementation, Strategic evaluation.
- The dependent variable is the competency of teachers in SMPN 2 and SMPN 3 Baleendah Bandung Regency. as a dependent variable as a research concept that will be examined in the field, namely pedagogic competence, personal competence, social competence, professional competence.

### **Technical analysis of data**

The data collected was then analyzed using SPSS Version 16.0. The implementation phase of the analysis includes:

- Test requirements analysis.
- Hypothesis testing.

To find out the value of contingency correlation coefficient, the Pearson Correlation Product Moment correlation formula ([Arikunto, 2002](#)).

## **Result and Discussion**

### **Results**

Profile of SMPN 2 Baleendah ([Indriani, 2015](#)). Having a Vision, Mission as follows:

- Vision, to be a superior school that is competitive in achievement, environmentally sound and characterized by religious values.
- Vision Indicator:
  - Increased academic and non-academic achievements
  - The creation of a clean, healthy and environmentally friendly school.
  - The formation of a person characterized by awareness makes religion the basis for thinking and acting.
- Mission, compiled based on the vision above, is:
  - Optimizing all the potential of schools to improve the quality of education services.
  - Carry out an active, creative and fun learning process.
  - Creating a healthy, clean, safe and comfortable school climate
  - Increase the greening of the school environment.
  - Appreciate religious values in thinking and acting.
  - Familiarizing the implementation of worship properly and correctly.

### **The Purpose of the school**

- Referring to the vision and mission has the following objectives:

- Educators and non-educational personnel as well as students have accustomed religious behavior in interacting in the school environment.
- Making IMTAQ activities an example of activities at the sub-district level.
- Making the school clean, beautiful, comfortable and healthy in accordance with green environmental management system (Green School).
- Schools have standard facilities and infrastructure, facilities for school equipment, and maintenance meets the Minimum Service Standards (SPM)
- Management of school management can be well coordinated according to management standards of education management
- Schools can reach the standards of educators and education personnel including: all teachers with a minimum of S1 qualification, have participated in various integrated and continuous training, all teaching according to the subjects they teach, skilled in conducting CAR and skilled in ICT-based learning.
- Student graduation competencies can obtain an average score of 8.15 National Examinations

### **Profile of SMP Negeri 3 Baleendah**

#### **Vision:**

- Achievement of students who have the basics of security, piety, scholarship, independence, achievement and are ready to be competent in the era of globalization

#### **Mission:**

- Prepare and develop students so that they have moral foundations and noble character and intellectual, emotional, and spiritual intelligence.
- Prepare and develop talents, interests, attitudes and personalities that support science and technology.
- Prepare and develop students' potential for independent living preparation.
- Prepare students to be continuous learners and be able to socialize with the community and the environment.
- Optimizing school resources and providing excellent service to all students through the implementation of School-Based Management in the context of improving the quality of learning in schools.

Table 3  
Contingency correlation interpretation

| No | Number of "r"<br>Contingency Coefficient | Interpretation                                    |
|----|--|---|
| 1. | 0,00-0,20                                | Variables X and Y, there is a correlation but the |

|    |           |  |
|----|-----------|--|
|    |           | correlation is so low that the correlation is ignored. |
| 2. | 0,20-0,40 | Variables X and Y there is a low correlation           |
| 3. | 0,40-0,70 | Variables X and Y there is a moderate correlation      |
| 4. | 0,70-0,90 | Variables X and Y there is a high correlation          |
| 5. | 0,90-1,00 | X and Y variables there is a very high correlation     |

Hypothesis testing in this study was conducted to determine the hypotheses submitted, accepted or rejected, using statistical test calculations using the t test and F test, if the test using manual calculations. Whereas if you use the SPSS program calculation it is enough to compare the probability with the level of significance that has been determined as follows:

- T test (Partial Test)  
Use to know each of the independent variables partial support for related variables (Arifin, Johar. 2017). Using the test of each independent variable regression coefficient.

$$t = \frac{r\sqrt{n-2}}{\sqrt{1-r^2}}$$

Where:

r = Regression coefficient

n = Number of respondents

t = Hypothesis test

- The steps for the t test are as follows:
  - Formulation of the null hypothesis (Ho) and the alternative hypothesis (Ha).  
Ho = Strategic development does not affect the competence of Teachers in SMPN 2 and SMPN 3 Baleendah Bandung District  
Ha = Strategic development affects the competence of Teachers in SMPN 2 and SMPN 3 Baleendah Bandung District.
  - Determine the critical value with a level of significance  $\alpha = 5\%$   $T_{table} = t_{(\alpha/2; n-k-1)}$

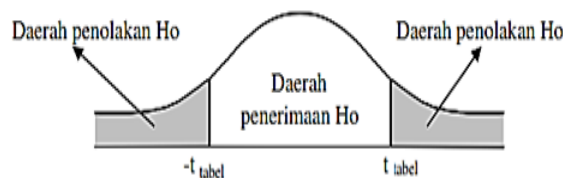


Figure 1. Areas of acceptance and rejection of the hypothesis test t

## Discussion

### Research variable dimension test results

Processing data research studies using statistical testing with bivariate correlation analysis, researchers conduct test requirements analysis so that the results will be used to draw conclusions. Test requirements referred to by researchers are tests of normality. Normality requirements test conducted on X1 and Y using Shapiro Wilk test using SPSS Version 16.00. Central Bureau of Statistics 2018 (Villa & Tulod, 2021; Markova et al., 2021). Namely to accept or reject the null hypothesis, which we will compare with a significant value ( $\alpha = 0.05$ ), with a significant value obtained. Then the criterion is that the variable is normally distributed, if the significant value obtained is greater than  $\alpha = 0.05$ . The summary analysis of the normality of data distribution testing is illustrated in table 2 below.

Table 4  
Test for normality with Shapiro wilk

| Strategic          | Kolmogorov-Smirnov |    |      | Shapiro-Wilk |    |      |
|--------------------|--------------------|----|------|--------------|----|------|
|                    | Statistic          | df | Sig. | Statistic    | df | Sig. |
| Competence Teacher | .150               | 28 | .108 | .944         | 28 | .140 |
|                    | .129               | 28 | .200 | .936         | 28 | .088 |

After fulfilling the analysis requirements of a normality test then testing the next hypothesis. The proposed hypothesis consists of a significant strategic relationship between the development of SMPN 2 and SMPN 3 Baleendah with teacher competency. Based on the research hypothesis, the null hypothesis ( $H_0$ ) tested is that there is no significant strategic relationship between the development of SMPN 2 and SMPN 3 Baleendah with teacher competence (Huang, 2009; Eppler & Platts, 2009). Based on the calculation results, it is obtained that the significance value is 0.049 which is smaller than the value of  $\alpha = 0.05$  and the value of  $r$  count is 0.375 \* in the "low" category. The coefficient value is then tested for significance by comparing  $r$ . table for  $n = 28$  at a level of 5%, then  $r$ . table = 0.374, where the  $r$  count value  $> r$ . table ( $0.375 > 0.374$ ) and the significance value obtained is less than 0.05. Thus,  $H_a$  was accepted because there was a significant strategic relationship between the development of SMPN 2 and SMPN 3 Baleendah with teacher competence (Dibrell et al., 2014; Shachar & Shmuelewitz, 1997). While the strategic contribution of development to teacher competence is 14.06%. The complete calculation can be seen in the following table 5:

Table 5  
Strategic correlation analysis of teacher competency development

|  |                     |        |
|--|---------------------|--------|
| Strategic Correlation in Bandung Regency Junior High School Teacher Competency Development |                     |        |
| Strategic Development  | Pearson Correlation | 1      |
|  |                     | .375** |
|  |                     | .049   |
|  | Sig. (2-tailed) N   | 28     |
|  |                     | 28     |



|                    |                     |        |    |
|--------------------|---------------------|--------|----|
| Teacher Competency | Pearson Correlation | .375** | 1  |
|                    |                     | .049   |    |
|                    | Sig. (2-tailed) N   | 28     | 28 |

Source: Primary data processed

Strategic development of 42 questionnaires distributed only 31. Strategic variable data development of SMPN 2 and SMPN 3 Baleendah. In this study 31 questionnaires were collected from all respondents. The questions raised in the variable are 42 question items. The distribution of respondents' score scores spread from the lowest score of 128 and the highest score of 176. Based on the calculation of the distribution of data, an average of 150.54 median 149.50 and standard deviation (SD) of 9.72 were obtained. This calculation shows the average and median that are not much different. This gives an indication that the strategic variable data score obtained from the development of SMPN 2 and SMPN 3 Baleendah (Kaneita et al., 2009; Donnon & Hammond, 2007).

Tends to be normally distributed. The average price, which is not much different from the median price, can be used as a central symptom measure for the purposes of further analysis. So it can be concluded and similar is also obtained if the same data is analyzed through the skewness test (0.616) and kurtosis (1.534), and it turns out to be far below the standard number set by number three. Then the results of this calculation provide an indication that the data on the development of strategic variables are normally distributed. So the distribution of strategic development strategic scores presented in the frequency distribution list with the number of classes as much as 6 and the length of class 9 (Van der Vleuten et al., 2010; Zulfija et al., 2013). Furthermore, the distribution of strategic development data frequency distribution can be seen in table 6.

Table 6  
Variable score frequency distribution

| No | Strategic Development | Absolute Frequency | Relative Frequency |
|----|-----------------------|--------------------|--------------------|
| 1  | 128 – 136             | 1                  | 3.57%              |
| 2  | 137 – 145             | 7                  | 25.00%             |
| 3  | 146 – 154             | 13                 | 46.43%             |
| 4  | 155 – 163             | 4                  | 14.29%             |
| 5  | 164 – 172             | 2                  | 7.14%              |
| 6  | 173 – 181             | 1                  | 3.57%              |

Source: Primary data processed

Next to get a general calculation of the development strategy, including: high, medium and low, so the data distribution score can be grouped with the following three criteria:

- High strategic development: Above 165.12 (2 people = 7.14%)
- Medium development strategic: 135.96 - 165.12 (25 people = 89.29%)
- Low strategic development: 135.96 and below (1 person = 3.57%)

In general, the strategic development of SMPN 2 and SMPN 3 Baleendah Schools. Classified at moderate level (Sheehan & Bruni-Bossio, 2015; Fauth et al., 2019).

### Teacher competencies

Teacher competency variable data in this study were collected from 28 questionnaires collected on all respondents. As for some of the questions raised in the variable totaling 42 question items. The distribution of respondents' score scores spread from the lowest score of 136 and the highest score of 175. Based on these calculations from data distribution and obtained an average of 155.96 median 154 and standard deviation (SD) 12.12. In these calculations shows the average at the median that is not much different.

This gives an indication that the teacher competency variable data scores tend to be normally distributed. So the average price that is not much different from the median price, it can be used as a measure as a central symptom for the purposes of further analysis. Similar conclusions will also be obtained if the same data are analyzed through the skewness test (0.139) and kurtosis (-1.312), and the results are far below the standard number set to number three. From the results of these calculations provide that the teacher competency variable data indications are normally distributed. In the distribution of teacher competency scores presented in the list of frequency distributions with a total class of 6 and class length 9. Furthermore, the distribution of teacher competency data frequency distribution can be seen in table 7.

Table 7  
Teacher frequency score frequency distribution (Y)

| No | Teacher Competency | Absolute Frequency | Relative Frequency |
|----|--------------------|--------------------|--------------------|
| 1  | 136 – 142          | 5                  | 17.86%             |
| 2  | 143 – 149          | 7                  | 25.00%             |
| 3  | 150 – 156          | 4                  | 14.29%             |
| 4  | 157 – 163          | 2                  | 7.14%              |
| 5  | 164 – 170          | 5                  | 17.86%             |
| 6  | 171 – 175          | 5                  | 17.86%             |

Source: Primary data processed

Based on table 7 it is known that the data distribution score can be grouped with the following three criteria:

- High Teacher Competency: Above 174.14 (5 people = 17.86%)
- Teacher competency is: 137.78 - 174.14 (26 people = 92.86%)
- Teacher competency is low: 137.78 and below (1 person = 17.86%)

From the data obtained and understood that in general teacher competencies are classified at moderate level.

### Effect of school development strategy on teacher competence

Based on the results of this study, it was found that there was a significant

relationship between school development and teacher competence at SMPN 2 and SMPN 3 Baleendah Bandung. With a contribution of 14.06%. The findings described above indicate that the success of an educational institution depends very much on the ability of the school principal to anticipate changes in the internal and external environment seen in his development strategy. The challenge for an educational leader in a school is how strategic school development becomes a driver of change that occurs in the institution he leads. To create an effective school in meeting customer expectations. So it is necessary to create new things in educational institutions both in the choice of teaching methods, finance, the use of new teaching technologies, high-quality teaching materials, and the ability to create quality graduates. Strategic Development of school institutions requires changes in management. Strategic School development must be able to create a conducive work climate. Strategic school development functions reflect the competence of teachers, because strategy is basically an act based on changes in behavior. Strategic school development is an act in carrying out its development tasks.

### **Strategic planning for school development against the competencies of teachers from SMPN 2 and SMPN 3 Baleendah**

Based on interviews with principals of SMPN 2 and SMPN 3 Baleendah that the competence of teachers in schools refers to Law No. 19 /2005 Article 28 on National Education Standards as follows:

- Teachers must have academic qualifications and competencies as agents of learning, have the ability to realize national education goals.
- Academic qualifications must be met by teachers as evidenced by relevant diplomas and expertise certificates according to the law. developed by BSNP and stipulated by Ministerial Regulation
- Competence as an agent of learning at the level of basic education includes: (1). Pedagogic competence (2). Personality competence (3). Professional competence (4). Social competence.

The strategies carried out by SMPN 2 and SMPN 3 Baleendah in improving social competence and teacher personality include:

- Coaching.
- Provided training.
- Conducting workshops.
- Empowering MGMP.
- Partnership with LPM.
- Hold discussions, seminars at school.

From the PTK document and the information from the teachers of SMPN 2 and SMPN 3 Baleendah providing professional teacher training, the school principal has developed an equalization program for teachers who have D III qualifications to participate in the S1 / Deed IV equalization, so that they can increase their knowledge in increasing the teacher's professional, involving the teacher through seminars and training. This was done to

improve teacher performance in developing learning methodologies through teacher work stabilization (PKG). Improve teacher welfare.

Teachers of SMPN 2 Baleendah SMPN 3, attend scientific meetings, write scientific papers and actively participate in providing experiences to other teachers. Formal learning in educational institutions as further study at the level of S1, S2, S3. Attending education organization meetings. As a regional delegate, making research papers, thoughts related to the teacher's task, in developing education in developing his profession. The results of observations made at SMPN 2 and SMPN 3 Baleendah. Conducting teaching and learning activities, completing activities supporting facilities include: knowing student achievement, teaching, recording student activities, creativity, learning styles, this needs to be known by the teacher, data about students in an effort to increase student motivation.

### **Strategic implementation of school development against the competencies of teachers of SMPN 2 and SMPN 3 Baleendah**

Mastery of teacher competencies so that professionals do their teaching. The quality of teachers needs to be improved because teachers have a strategic role, interacting directly with students, parents, communities, teachers and education personnel. Providing sufficient space in shaping social culture in the community, social teacher becomes a portrait of the world of education. Teachers are role models and role models, schools and the community's social environment. The competency development of teachers in SMPN 2 and SMPN 3 Baleendah is carried out through a series of activities:

- Identify the need for teacher competency development. Identify teacher needs, identify community needs. The results of the identification of the two are used to design teacher and school collaboration programs, teachers and rayon, schools with parents of students, schools with the community, according to the needs of teachers and the community as supporters.
- Conduct collaborative activities between teachers in schools, between teachers in a particular group, and between schools and the community or parents programmatically, develop schools, develop teacher competencies in particular the social competencies of teachers relevant to community needs.
- Implementation of teacher competency development with the assistance of consultants, so that teacher competency development is properly implemented.
- Making reports on teacher competency development activities used for presentations, seminar forums, workshops, or other scientific activities.

### **Conclusion and Implication**

#### **Conclusion**

Based on the results of data analysis described previously, this study gets the following conclusions:

- The results of the study indicate that in general school strategic management and teacher competencies are in the medium category. Furthermore, the strategic contribution of school development to teacher competence is relatively low at 14.06%.
- There is a relationship between school strategic management and teacher competency, while the strategic development components have a high influence on teacher competencies and can improve school development in implementing school development strategies on teacher competencies. It is a skill that needs to be improved in school development strategies for teachers and education staff, students, parents and the community.
- Strategic school development of teachers must be able to improve pedagogical, personal, social and professional competence of teachers.
- Specifically for schools in both schools, they must follow up on the school development strategies for teacher competence. It is expected to be able to develop schools, increase superior graduates.

### **Implication**

The implications of this study for the problems presented in the conclusions, then some of the implications of researchers put forward as follows:

- School Development Strategic Against the Competencies of Teachers from SMPN 2 and SMPN 3 Baleendah. Forms of development that affect the quality of teacher performance, teacher ability
- Improving teacher competencies and better student learning outcomes are both those that need to improve the quality of hard competence consisting of pedagogical and professional competencies, and soft competences consisting of personality and social competencies.
- Strategic school development needed has a lot of experience and academic ability in applying at school.
- Getting good results in social development needs to be done to use teaching portfolios to several classes of students for a certain period.

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