

*Research Review***Principal Management in Teacher Guidance at Muhammadiyah 8 High School, Palembang**Fitrah Yeni^{1*}, Alhadi Yan Putra², Pahlawan³¹ Master of Educational Management, University of PGRI Palembang, Indonesiae-mail: fitrahyeni27@gmail.com² Master of Educational Management, University of PGRI Palembang, Indonesiae-mail: alhadian.putra@univpgri-palembang.ac.id³ Master of Educational Management, University of PGRI Palembang, Indonesiae-mail: n2009pahlawan@gmail.co.id

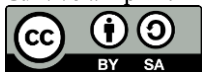
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Abstract: Principal management plays a crucial role in the development of teachers, significantly influencing their professional competence and performance in carrying out educational responsibilities. This study aims to describe and analyze (1) principal management strategies in teacher development, (2) obstacles encountered during the implementation of these strategies, and (3) solutions to overcome the identified obstacles. The research was conducted at SMA Muhammadiyah 8 Palembang using a qualitative descriptive method. Data collection techniques included interviews with school leaders and teachers, direct observations of school activities, and document analysis related to teacher development programs. Data were analyzed using an interactive model consisting of data collection, data reduction, data presentation, and conclusion drawing. The findings show that principal management in teacher development involves structured planning, implementation of professional training, performance evaluation, mentoring programs, and the establishment of collaborative work teams aligned with the school's vision and mission. However, several obstacles were identified in the implementation process, such as limited human and financial resources, differences in teacher readiness and motivation, resistance to new policies or changes, and difficulties in maintaining consistent monitoring and supervision. To address these challenges, school leaders have adopted various strategies, including intensifying teacher training and mentoring, promoting teamwork among staff, utilizing digital technology to support learning and supervision, and building partnerships with external education stakeholders. Additionally, regular evaluations and feedback mechanisms are conducted to ensure that teacher development programs remain responsive to current needs. This research emphasizes the importance of effective leadership and adaptive strategies in fostering continuous professional growth for teachers within the school environment.

Keywords: Principal Management; School leadership; Teacher Development**1. Introduction**

School need high coordination Because school is organization with component source Power human being used For reach vision and mission . The most crucial element in reach objective company is component source Power human , or HR. Objectives organization can achieved with successful and efficient with help component source Power human , but component this can also be one of thing that hinders achievement objective organization . This is due to the fact that element man determine direction implementation direct and policy For reach objective company . Because the source Power man play role crucial in operation school , principal school , which determines policy , in matter this , has task For more focus on the environment school and all its members . Effectiveness activity Study teaching at school is the real one determine quality education according to Salsabillah et al (Cempaka et al., 2023:74).

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Become head school is not easy task or difficult . However , the certainty in to finish task glorious as head school will more easy come true if know , understand , and believe method become head trustworthy school . One of element the most crucial education in frame improvement quality education is head school . According to Article 12 paragraph (1) of the Regulation Government Number 28 of 1990, head school on duty plan activity education , managing school , foster power education others , and utilize and maintain facilities and infrastructure (Djafri , 2017:44).

Head school must capable lead and manage school in a way professional Because school is institution education (Irawati , 2021:23). Ability managerial head school interpreted as its capacity in utilise input management with operate function management , such as organizing , planning , evaluating , and supervising , to manage all source Power school and make sure it operate in a way effective and efficient use reach the objectives set . With Thus , the ability managerial head school covers ability plan school in term short , term medium and long term long , do development organization , do supervision , and assess all activities taking place at school For know how far is the goal has achieved , so that teachers in the schools they supervise can performing more good (Cempaka et al., 2023:79).

Head school responsible answer main on teacher development . Head school own Lots not quite enough answer as leader education , so that He must ready and capable . He should too own initiative and courage For show that He is a supportive and encouraging leader development professional teacher sustainable . It must capable inspire , motivate and influence others to want to Work The same with him (Satiwi & Dekawati , 2023:59).

In effort increase effectiveness and quality source teacher power in supervise institution education , institutions education apply teacher coaching . One of the tactics that can used head school For help teachers become more speak in carry out the learning process teach good inside or outside class is teacher development (Anisa et al., 2022:63).

2. Literature Review

Draft Management Head School

In general etymology , term management originate from the Latin word manus which means hand and agree which means do . The verb manage means handle formed with merge both nouns said . Verb Language English "manage" is used For describes the nouns "management" and "manager" which refer to those who do it task management or supervise (Husaini , 2013:6).

According to Sugono et al . (2008), management is practice use source Power in a way active For reach objective or responsible leader answer in operate business and organization . According to Frederick Winslow Taylor, management is understand with appropriate what you want to do and make sure that you do it as efficient and as cheap as possible maybe . Using help others to finish task or reach objective is art management , according to Marry Parker Follet (Sagala , 2009).

Therefore that , management is a process of achievement objective organization in a way successful and efficient . A manager or leader supervise function management For reach objective organization . Planning , organizing , implementing (actuation) , and controlling is function managerial . For reach objective organization in a way successful and efficient management depicted as action organizing , planning , leadership , and management operation organization in all aspects (Fattah, 2011:1).

Teacher Development

One of component important education is teacher's ability to follow development knowledge knowledge and technology . Fact show that teacher quality is not only shaped by his education , but also by how He Keep going hone his skills For increase standard teaching and fulfilling objective learning that has been set previously .

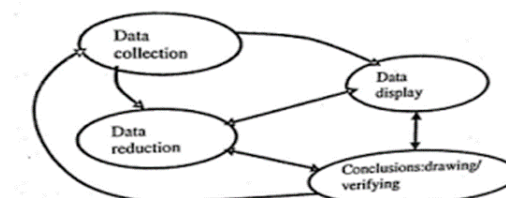
English: Ahmad Susanto in (Anisa et al., 2022:64) stated that One of activities that can be done increase quality multifaceted is coaching , which involves development progressiveness , improvement self , and regeneration self alone . In Lots source literature , both domestic and international Internationally , the term " teacher development " is often used in a way alternate with " supervision ." However , it is necessary mentioned that some people also include coaching or teacher supervision to in category development professional

, improvement career , advancement staff , and development staff . However , in general technical , teacher coaching is understood as a series initiative For support teachers, especially support in form service professionals given by the head school , supervisor , and supervisor other For improve processes and results learning (Anisa et al., 2022:34).

3. Methods

Research Approach and Design

Method research used in study This namely method study qualitative , as stated by Lexy J, (2012:6) stated that study qualitative is research that aims to For understand phenomena about various perception , motivation , action , etc., in a holistic , and with method description in the form of words and language , at a context special natural and with utilise various method scientific .



Component in data analysis (interactive model) Source : Sugiyono , 2013:247.

4. Results And Discussion

Research result

Head Management Schools Prepare Planning Teacher Development at Muhammadiyah 8 High School, Palembang

Planning teacher development at Muhammadiyah 8 High School, Palembang is step the first thing that is very important in management head school For increase quality teaching and teacher professionalism . Planning process This done with a systematic and based approach analysis deep need , results interview say :

"We compile planning organized and sustainable teacher development use ensure improvement quality teaching . We do it regularly analysis to need teacher coaching for identify areas in need development more Next . Priority programs our main designed in accordance with vision , mission and goals school , so that it is achieved harmony in increase teacher professionalism . (Interview with "AN " dated October 7) "

" Head school planning and allocating budget special For teacher coaching in plan Work schools and teachers are involved in plan cost coaching . Head school to form team work consisting of from senior teachers and staff administration For support implementation teacher coaching . In matter In this , teachers are involved in formation team Work teacher coaching and role as members who supervise and implement the coaching program . Details duties and responsibilities answer arranged based on the needs of each member's coaching program and competencies team through meeting coordination . (Interview with "LM" dated October 7, 2024)."

Planning teacher coaching at Muhammadiyah 8 High School, Palembang shows a systematic , structured and sustainable approach For increase quality teaching . Head school involving various parties , including teachers and staff teacher , in compile plan coaching that includes analysis need in a way periodic For ensure effective and appropriate programs with needs . In addition that , planning also involves the budget that is prepared with careful , and formation team work consisting of from senior teachers and staff administration For support implementation of the coaching program . With existence training , workshops and seminars designed based on vision and mission school , it is expected teacher coaching can walk effective , relevant with need teaching , and impact positive to improvement quality education in schools .

Head Management School Do Organizing in Teacher development at Muhammadiyah 8 High School, Palembang

Management head school in do organizing teacher development at Muhammadiyah 8 High School, Palembang aims to For create an efficient , coordinated and collaborative

structure , where every teacher can play a role active in the coaching and development process competence . One of form do organizing is to form a team work that has duties and responsibilities each of them answered . As results interview say :

" We to form team work consisting of from senior teachers and staff administration For support implementation teacher coaching . every member team Work own details duties and responsibilities clear answer in support teacher coaching . Details duties and responsibilities answer arranged based on the needs of each member's coaching program and competencies team. (Interview with "AZ " dated October 8, 2024)."

The same opinion also says :

" We allocate special funds in budget school For support activity teacher development . Funds obtained from budget school , help from foundation , and cooperation with supporting parties education . (Interview) with "AZ" dated October 8, 2024)"

Management head school in do organizing teacher development at Muhammadiyah 8 High School, Palembang is that formation team structured work with duties and responsibilities clear answer is very important For ensure effective collaboration in reach objective coaching . This team supported with utilization adequate facilities and infrastructure , such as room training , technology education , and libraries , for expedite the coaching process . Head The school also allocates special funds in budget school For support activity teacher coaching , obtained from various sources , including budget school and cooperation with party other . With this strategy , teacher development can be achieved in progress with smooth , effective , and provides impact positive to improvement quality teaching .

.Head Management School Carry out Teacher Development at Muhammadiyah 8 High School, Palembang

Management head school in carry out teacher development at Muhammadiyah 8 High School, Palembang includes various step planned with purpose For increase quality teaching and teacher professionalism through various structured programs and activities . Implementing teacher coaching according to with the program that has been determined previously is step important For ensure that activity development teacher competency running structured and effective , in accordance with the goals that have been planned , such as results interview following :

" We carry out appropriate teacher development programs with the plan that has been determined For ensure achievement desired goal . Interview with "AZ" dated October 8, 2024)"

" Head school overcome constraint the with provide relevant training For increase teacher skills , as well as support development professional through programs such as workshops and mentoring. In addition that , head school build culture collaborative among teachers , encouraging they For each other share knowledge and experience , so created supportive environment innovation and improvement quality teaching . (Interview) with "TF" dated October 8, 2024)"

From the explanation said , can known that Head schools at Muhammadiyah 8 High School in Palembang are overcoming constraint in teacher coaching with provide relevant training For increase teacher skills and knowledge according to with development latest in the world of education . Besides that , head school also supports development teacher professionalism through programs such as workshops and mentoring, which enable teachers to Study together as well as get guidance direct in face challenge teaching . Head The school also focuses on formation culture collaborative among teachers , where they each other share knowledge , experience and methods effective teaching . With steps this , head school make an effort create supportive environment innovation and improve quality teaching in a way overall .

Management Head School Do Supervision in Teacher Development at Muhammadiyah 8 High School, Palembang

Management head school in do supervision to teacher development at Muhammadiyah 8 High School, Palembang involves a systematic and sustainable approach For ensure quality learning . Head school apply supervision that includes monitoring in a way direct through

visit class , discussion with teachers, as well as analysis to results Study students . Evaluation done with method identify strengths and weaknesses in the coaching process , providing bait come back constructive , and planning act the right continuation For improvement . Through this strategy , the head school make an effort increase teacher competence , creating environment more learning effective , and push professionalism among educators in schools the

Coaching Profession in Teacher Development

Coaching profession in teacher development at Muhammadiyah 8 High School, Palembang includes various aspect important in development teacher competence , starting from plan effective learning , implementing learning with innovative methods , to evaluate results learning in a way objective . Besides that , coaching this also involves guidance for teachers in increase skills teach as well as implementation task additional support development professionalism them . Through a holistic approach This , it is hoped that teachers can Keep going grow and give impact positive to quality education in schools .

Coaching the teaching profession at Muhammadiyah 8 High School, Palembang is carried out in a way structured and encompassing various aspect important For increase quality teaching and development teacher professionalism . Coaching process started with compilation plan learning is prepared by the teacher and reviewed by the head school For ensure conformity with curriculum and needs students . Next , the teacher carries out learning with innovative methods , including use learning differentiated and various appropriate learning models For fulfil need diverse students . The assessment process learning is also done in accordance with standards that have been set For measure achievement students and provide bait constructive feedback .

Discussion

Management head school in plan teacher coaching is very important For increase quality education at school . Effective teacher development started with analysis need For identify areas where teachers need to reinforced , good from aspect pedagogy , management class , and use technology in learning . Head school must own ability For observe and evaluate teacher performance in general objective and in-depth , as well as understand challenges faced each teacher. Based on results analysis this , head school can designing the right coaching program targets , for example through training , workshops, or mentoring by more experienced teachers experienced (Mulyasa , 2013:45-48).

Besides that , management head school in teacher coaching must be notice sustainability and evaluation . Teacher development is not activity very time , but a continuous process that must be evaluated routinely . Head school need carry out monitoring and assessment to results coaching that has been implemented , for ensure whether the goals set achieved . With Thus , planning teacher coaching must be flexible and adaptive , as well as always improvement oriented quality education in a way comprehensive . Successful coaching will encourage teachers to Keep going develop , which ultimately will increase quality Study students at school (Sukmadinata , 2014:112-115).

Management head school in organizing teacher coaching focuses on its importance careful planning , arrangement structure clear organization , and coordinated implementation with okay . Head school must map need specific coaching for each teacher with notice background background , experience , and challenges faced every individual . Head schools also need to design activity flexible and capable coaching accessed by all teachers, with method utilise various method like training group , learning collaborative , or mentoring in a way Individual (Suryadi , 2017). Organizing This help create more coaching systematic and structured .

According to Sagala (2013), management head school in implementation teacher coaching begins with understand need specific coaching from every teacher. Head school need do observation to teacher performance for identify strengths and areas of need improved . Effective coaching must customized with need individual teachers, who can covering strengthening competence pedagogy , management class , and ability in use technology in learning . Head school can utilise various approaches , such as training based on competence or teaching directly , for give the support needed . With proper management

, head school can help teachers overcome challenge in teaching and improving quality classroom learning .

Head schools must also create culture collaboration between teachers and parties related others , such as supervisor education and staff supporters . In implementation coaching , good communication and intensive coordination between all very important party For ensure that objective coaching achieved . Head school must encourage teachers to involved active in various discussion forums and activities together with support development professional them . With prioritize collaboration and participation , head school can create atmosphere more learning dynamic and collaborative , which in turn will helping teachers develop and overcome challenge teaching they (Arifin, 2015).

Very important For ensure that the teacher development process is running in accordance with the goals that have been set . Head school must own systematic management in do supervision to implementation coaching , which includes monitoring towards the learning and development process teacher competence . According to Sukmadinata (2014) , effective supervision involving observation direct to activity Study teaching in class , as well as giving bait constructive feedback to the teacher. Head school need ensure that every teacher gets chance For develop in accordance with needs that have been identified previously , through evaluation based on performance and results learning student .

In implementation coaching profession , head school own role important in coordinate and direct the programs that will be implemented . Siahaan (2016) emphasized that head school must understand with Good need development profession every teacher in his school . Through regular observations and discussions , head school can identify areas of development that need to be addressed focused in the coaching program . Therefore that , the program is designed must based on the specific needs of teachers , both in matter improvement pedagogic and also improvement professionalism they .

Optimizing use facilities and infrastructure and technology in coaching is solutions implemented by the head Muhammadiyah 8 High School in Palembang overcome constraint implementation teacher coaching . This is in accordance with study The Messenger Muqtadir Nur (2017) said that one of the constraint in teacher coaching is limitations facilities and infrastructure . For overcome matter this , head school need increase teacher discipline , encourage creativity in development self , and teacher motivation to achieve .

Conclusion

Based on the results of data analysis and discussion, it can be concluded that principal management in teacher development at Muhammadiyah 8 High School Palembang is carried out systematically and in a well-planned manner. The principal designs coaching programs aligned with the school's vision and mission, involving various parties such as teachers, administrative staff, the education office, the school foundation, and training institutions. The planning process includes needs analysis, training sessions, workshops, seminars, and supervision, all aimed at enhancing teachers' professional competence in a sustainable manner. Additionally, the principal allocates a special budget and forms working teams to support the effective implementation of the coaching program. However, the implementation faces several challenges, including limited resources in terms of budget and adequate facilities, varying levels of teacher readiness to accept change, and resistance from some involved parties. Further challenges lie in the execution of monitoring and supervision, which requires sufficient resources and time. To overcome these obstacles, the principal has taken several strategic steps, such as increasing training and mentoring to improve teacher readiness and skills, strengthening a culture of collaboration among teachers, administrative staff, and other related parties, optimizing the use of tools and technology in the coaching process, and building more intensive cooperation with external parties such as the education office and training institutions to obtain better support in terms of resources and facilities. Periodic evaluations are also carried out to align the program with teachers' needs and competence development.

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