



Teachers as Learning Leaders at SMKN 5 Lhokseumawe

Nurasiah¹, Zulkhairi²

^{1,2} Institut Agama Islam Negeri Lhokseumawe Aceh, Indonesia

Corresponding Author: ✉ zulkhairi.stainmalikussaleh@gmail.com

ABSTRACT

The teacher is a professional with his main task of teaching, guiding, training and educating students. In the learning process in the classroom, the teacher is the real leader who manages the classroom environment to achieve learning goals. The teacher is a reflection and role model for students, the attitudes and actions of a teacher can determine the continuity of the learning process to achieve learning goals. This study aims to find out how the competence of teachers as learning leaders at SMKN 5 Lhokseumawe. This study used a qualitative research approach, namely a descriptive survey method. The results of the study showed that: teacher competence as a learning leader at SMKN 5 Lhokseumawe in implementing learning takes place in a conducive manner, because teachers have competence as leaders and This application already exists in the learning system. This can be seen from the teachers who are 87% already have the ability to become a leader and make the class active in the learning process. In addition, teachers at SMKN 5 Lhokseumawe also have skills as learning leaders in class, and meet competency standards as educators, both pedagogical competence, attitude competence, professional competence and individual competence and have a personality in accordance with the teacher's code of ethics that applies in the type law types of behavior of educators.

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INTRODUCTION

The term "teacher" is an abbreviation of "diguguh" (to be imitated) and "ditiru" (to be emulated). In general, a teacher is a professional educational practitioner who educates, imparts knowledge, guides, trains, assesses, and evaluates students. From a broader perspective, teachers play a crucial role in the continuous education of students. According to Law No. 14 of 2005 concerning Teachers and Lecturers, a teacher is a professional educational practitioner with the primary tasks of educating, teaching, guiding, directing, training, assessing, and evaluating students (Undang-Undang No.14 Tahun 2005 Tentang Guru Dan Dosen, 2005).

The classroom learning process is directed towards facilitating two-way interactions: the interaction between the teacher and students, and the interaction among students themselves. From these interactions, distinct learning patterns and responsibilities emerge. To facilitate these interactions, a teacher must assume the role of a leader who can organize and guide students to interact with one another. The teacher must also set aside personal ego or display humility, aiming to alleviate any fear or shyness among students when participating in public speaking or engaging with the teacher in the classroom. As previously mentioned, a teacher is someone to be imitated; therefore, a teacher must choose words carefully, such as replacing the term "ignorant" with "not yet knowledgeable," in order to maintain a conducive and comfortable learning environment for students (Bektaş et al., 2020; Lloréns Montes et al., 2005; Sari, 2016).

(Dessler, 2017) The modern era's development in Indonesia brings forth significant challenges, particularly in the context of an advanced educational system incorporating digital technologies. Consequently, enhancing teacher competencies can impact the quality of human resources in SMKN 5 Lhokseumawe school. According to Heriyansyah (2018), one key to the success of an educational institution lies in the role of teachers. (Hamruni, 2012; Rifa'i et al., 2018) Teachers play a critical role, particularly in the teaching and learning process. To achieve the goals of teaching and learning, the responsibility does not solely rest on the shoulders of teachers; students also play a crucial role in the process .

(Zaini, 2019) Before leading a classroom filled with students, a teacher must first understand the concepts of leadership and what it means to be a leader. This understanding allows the teacher to effectively manage and guide the students. Furthermore, in the process of teaching, a teacher must comprehend the essence of the subject matter being taught. It should be viewed as a means to develop students' thinking abilities. (Heriyansyah, 2018) The teacher should also be familiar with various teaching models that stimulate students' learning capacities, aided by a well-structured lesson plan.

Research pertaining to teacher competencies as instructional leaders has been conducted extensively, albeit with variations in variables and research locations. This study is motivated by the desire to observe teacher competencies as instructional leaders in SMKN 5 Lhokseumawe, with the aim of understanding how teacher competencies manifest in this context. This research is significant as it focuses on teacher competencies as instructional leaders and serves as an integration of professional development coursework.

RESEARCH METHOD

In this study, the researcher employed a qualitative research approach using the descriptive survey method. Data collection was carried out through books, journals, and previous research that supported the research topic, including literature on quality management, internal quality assurance, and external quality assurance, with the aim of understanding teacher competencies as instructional leaders in SMKN 5 Lhokseumawe. During the process, the researcher first identified and gathered relevant information aligned with the research theme. Subsequently, the researcher conducted an analysis and then developed and expressed the findings into new insights that are pertinent to the research theme (Suharsimin, 2000).

RESULTS AND DISCUSSION

Classroom Leadership

Leadership can be defined as a complex process in which a leader influences their subordinates to execute and achieve the vision, mission, tasks, or objectives that advance and unite the organization. The implementation of learning takes place in a conducive manner because teachers possess leadership competencies, and this application is already embedded in the learning system at SMKN 5 Lhokseumawe. However, some teachers still have limited competencies in this aspect, as seen in the fact that 87% of teachers have the ability to be leaders and make the classroom active during the implementation process.

Leadership is an inherent relationship within an individual or a leader, influencing others to work consciously within a task-related relationship to achieve desired goals. According to Harvey and Bowin leadership is an art and a process of influencing a group of people so that they willingly work earnestly to achieve a group's goals. It can be understood that the definition of classroom leadership is when a teacher influences their students to engage in activities in order to achieve learning objectives (Komariah & CepiTriatna, 2010; Miller et al., 2016).

These components must be present in a teacher during every learning process. Teachers, as leaders in the classrooms of SMKN 5 Lhokseumawe, cannot act arbitrarily towards students; they must also respect and understand their students to foster mutual understanding, thus facilitating the attainment of learning objectives. As a leader, a teacher should engage in frequent communication with students to create an open atmosphere, which in turn can facilitate the learning process.

The Role and Skills of Teachers as Classroom Leaders at SMKN 5 Lhokseumawe

According to Thomas E. Curtis and Wilma W. Bidwell, in the school (classroom) learning process, the role of the teacher is more specific in a narrow sense, which is within the context of the teaching and learning process. The role of the teacher is as an

organizer of the learning environment and at the same time, a facilitator of learning. The first role encompasses more specific roles, namely: (1) the teacher as a model; (2) the teacher as a planner; (3) the teacher as a forecaster; (4) the teacher as a leader; (5) the teacher as a guide to the center of learning (Mardianto & Fachruddin, 2017; Wayne et al., 2013).

In the learning process at SMKN 5 Lhokseumawe, effectiveness and efficiency are crucial. Teachers cannot merely deliver the material and remain passive without taking actions to stimulate students' learning interests in order to achieve learning objectives. As a teacher, one must be flexible and strive to present the material clearly or in a unique manner so that students can easily comprehend it without hindrance.

Developing instructional preparation requires understanding its meaning and purpose, as well as mastering the theoretical and practical elements of instructional preparation. The ability to create instructional preparations is a fundamental step that every teacher at SMKN 5 Lhokseumawe must possess. It is the culmination of all theoretical knowledge, and the basic skills of teachers in instructional preparation are well-developed, along with a deep understanding of the subject matter and the learning environment.

Preparation or planning is the first task a teacher must undertake before commencing the teaching process. Before initiating the teaching process, as a leader in the classroom aiming to achieve learning objectives, teachers must first prepare the essential elements required during the learning process. Prior to teaching, teachers at SMKN 5 Lhokseumawe must thoroughly comprehend the theoretical and practical aspects of the subject matter in order to deliver the material accurately during the learning process.

After understanding the material in theory and practice, teachers must plan and organize how to deliver the material. Teachers at SMKN 5 Lhokseumawe can plan engaging and comprehensible teaching methods to ensure that the learning objectives are met and that students understand what is being conveyed by the teacher.

In the development of innovative learning at SMKN 5 Lhokseumawe, teachers employ various methods, including:

1. Contributing to the students

As a teacher and a leader in the classroom, one must understand that each student is unique, with individual strengths, weaknesses, and talents. The teacher should comprehend students both physically and psychologically and avoid favoritism in the teaching process.

2. Learning by Doing

Learning involves theory and practice. Some subjects rely more on theory, while others emphasize practice. To achieve optimal learning outcomes, teachers at

SMKN 5 Lhokseumawe effectively balance theory and practice, neither fixating solely on theory nor overemphasizing practical work.

- Developing Social, Cognitive, and Emotional Abilities.
- Enhancing Problem-Solving Skills.
- Developing Skills.
- Fostering Students' Creativity.

Cultivating Scientific and Religious Knowledge (IPTEK and IMTAQ). The field of science and technology is continuously evolving and improving. Islamic education also plays a pivotal role in enhancing human resources. Islamic education not only imparts knowledge but also cultivates good moral character. In the modern age, humans are compelled to adapt to advancements, particularly in technology. Early education in science and technology, combined with religious education, is essential for students as a foundation for learning other subjects.

The role of teachers at SMKN 5 Lhokseumawe is significant and crucial in the development of high-quality human resources that can compete effectively. Alongside their vital role, teachers must possess various skills, including: (1) determination, (2) establishing an appropriate framework, (3) achieving closure, (4) identifying and eliciting participation behaviors, (5) providing feedback, (6) utilizing reinforcement (rewards and punishments), (7) monitoring participation, (8) redundancy and repetition, (9) illustration and using examples, (10) questioning (basic knowledge), (11) employing various types of questions, (12) using high-level questions, (13) employing probing questions, (14) encouraging student initiative, (15) effective communication, (16) creating stimulating situations, (17) lecturing, (18) presenting, (19) teaching leadership and discipline, (20) leading small group discussions, (21) small group lessons and individual counseling, (22) guiding learning discovery and promoting creativity.

Classroom management is a skill that teachers use to establish and maintain an optimal learning environment, as well as to restore order when disruptions occur. Effective classroom management is fundamental and critical for teachers at SMKN 5 Lhokseumawe, as the comfort and tranquility of student learning in the classroom are achieved through effective and appropriate management. As leaders in the classroom, paying attention to the environment, understanding the students, and addressing their needs and shortcomings are crucial steps to create a comfortable learning atmosphere for students, thus achieving learning objectives perfectly (Minsih & D, 2018).

To minimize distractions in classroom leadership at SMKN 5 Lhokseumawe, several principles of classroom leadership can be applied: Warmth and Enthusiasm, Challenge, Diversity, Flexibility, Emphasizing Positive Aspects, Encouraging Self-Discipline.

Competency Standards for Teachers at SMKN 5 Lhokseumawe

Teacher Competency

Competency refers to an individual's work ability encompassing knowledge, skills, and work attitudes in accordance with expected standards. Therefore, the school has regulations in place for recruiting teachers who apply for positions. This requires prudent policies from the school leadership at SMKN 5 Lhokseumawe to judiciously select teachers whose expertise aligns with their respective fields. Teacher competency at SMKN 5 Lhokseumawe refers to the ability and authority of a teacher to responsibly and effectively carry out their professional duties in education. The Teacher and Lecturer Law No. 14 of 2005 stipulates that teacher competence is an ever-updating set of knowledge, skills, and behaviors that teachers or lecturers must possess, internalize, and master in their duties (Law of the Republic of Indonesia No. 14: 2005: 4). These competency standards must be present in every educational institution to ensure that the role of a teacher, which is crucial for quality human resource development, is fulfilled appropriately (Djamarah, 1994; Muhammad Rizki, 2021).

1. Pedagogical Competency

Pedagogical competency is the ability to manage student learning, which includes understanding students at SMKN 5 Lhokseumawe, designing and implementing instruction, evaluating learning outcomes, and developing students to actualize their potential. Pedagogical competency enhances students' understanding of the learning material; learning objectives can be achieved when the learning process is calm, comfortable, and obstacle-free. Planning and analyzing various factors before starting a lesson, such as considering the psychological condition of each student, managing the classroom environment, and selecting unique and engaging teaching methods, are essential steps. Many teachers today use conventional teaching methods, imposing pressure on students, viewing them as empty vessels to be filled. Such an approach diminishes students' interest in learning at SMKN 5 Lhokseumawe and hinders the achievement of learning objectives. Ideally, teaching methods at SMKN 5 Lhokseumawe should emphasize communication or dialogue between teachers and students, allowing students to express their thoughts and opinions freely. This promotes critical and communicative thinking (Ekasari, 2015).

2. Attitudinal Competency

Behavior constitutes the entirety of teaching; it is enshrined in the teacher's code of ethics. Therefore, teachers must possess fundamental competencies that enhance their knowledge of teaching and learning. A teacher's attitude, disposition, and behavior significantly influence the classroom learning process. As responsible leaders in classroom management, teachers must exhibit certain attitudes, such as faith, piety, a sense of Pancasila (national ideology), responsibility, authority, discipline, firmness,

and openness toward others, including students. The acronym for a teacher, "diguguh dan ditiru" (to be emulated and imitated), underscores that a teacher's behavior in the school environment at SMKN 5 Lhokseumawe serves as an example to shape students' characters. Every teacher at SMKN 5 Lhokseumawe is required to embody all elements of these personality competencies due to the significant and vital role they play. These competencies form the foundation for other competencies. The importance of pedagogical competency is rooted in the fact that teachers are not only expected to deliver content but also to guide students in achieving learning objectives to produce exceptional human resources (Kaspullah et al., 2020).

3. Professional Competency

Professional competency is the extensive and deep mastery of teaching materials that enables guiding students to meet the competence standards set by the National Education Standards. Educators' skills also support competency. In general, professional qualifications at SMKN 5 Lhokseumawe refer to foundational knowledge related to the field of study and theoretical and practical management skills, didactic skills, and methodological skills. Before teaching others, it is essential to thoroughly understand and grasp the subject matter. Similarly, teachers at SMKN 5 Lhokseumawe must have a comprehensive understanding of the subject matter before conveying it to students, ensuring that nothing is omitted or disorganized during the teaching process. In addition to comprehending the subject matter, teachers must deliver the material using appropriate methods that correspond to the content, ensuring students can easily understand it. As professional leaders in classroom instruction, teachers at SMKN 5 Lhokseumawe must maximize the use of resources and manage activities to stimulate students' enthusiasm and interest, thereby achieving learning objectives effectively (Muhammad Rizki, 2021; Zaini, 2017).

4. Individual Competency

Individual skills are attributes possessed by an educational professional during the recruitment process. These skills significantly impact the hiring of educational professionals. Being a part of the humanitarian task of society is integral to the role of a teacher. This aspect is essential and cannot be overlooked, as teachers at SMKN 5 Lhokseumawe must engage with society through social interactions. Teachers must instill human values in their students, fostering a sense of social solidarity. Just as humans are social beings, so too are teachers; social competency is crucial for teachers as social beings who depend on and support one another. Reflecting as role models, guides, and mentors for students, teachers at SMKN 5 Lhokseumawe must also exhibit positive behavior toward the community to build students' character through socializing and communicating. Teachers impart a sense of solidarity to students, forging strong bonds among the students (Djamarah, 1994).

Personality reflects steadfast, stable, wise, and dignified attitudes that serve as an example for students and exemplify noble character. This can inspire students' enthusiasm for learning. Teachers' personalities at SMKN 5 Lhokseumawe align with the code of ethics for educators as established in various types of behavior for educational professionals. Within the school environment at SMKN 5 Lhokseumawe, as leaders in classroom instruction, teachers possess admirable personalities that captivate students, creating a favorable learning atmosphere and reducing students' stress during

CONCLUSION

Based on the results of the conducted research analysis, it can be concluded that: The competency of teachers as leaders in classroom instruction at SMKN 5 Lhokseumawe is conducive to the learning process, as teachers possess leadership competence and its application is integrated into the teaching system. This is evident from the fact that 87% of teachers have the ability to be effective leaders, resulting in active and engaging classrooms during the learning process.

Furthermore, teachers at SMKN 5 Lhokseumawe exhibit leadership skills in the classroom and fulfill competency standards as educators. They demonstrate competence in pedagogical, attitudinal, professional, and individual skills, while also exhibiting a personality that adheres to the code of ethics for educators stipulated by relevant laws and regulations.

As leaders and guides in classroom instruction, teachers play a pivotal role in managing learning to achieve educational objectives. The role of teachers is essential for the continued success of educational institutions aiming to foster high-quality and exceptional human resources.

Becoming a competent teacher involves a plethora of elements to learn, comprehend, and fulfill. This includes assuming a leadership role in the classroom, effectively managing the classroom environment, maintaining appropriate conduct and demeanor, serving as a role model and mirror for students, and mastering the requisite competency skills expected of a teacher. When teachers possess these attributes, the goals of education can be achieved, thereby producing high-quality human resources.

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