

# TRANSFORMASI MANAJEMEN KOMPETENSI GURU PADA MASA PANDEMIC COVID-19 DI KABUPATEN KULONPROGO

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## ABSTRACT

The research tries to unravel the transformation of teacher competency management in a policy frame, this perspective was chosen to be able to know at the meso level in transforming teacher competencies according to regional needs. Management processes such as recruitment, selection, training, and career development must be in accordance with the needs. Especially in a pandemic situation, it is important for local governments to supervise and guide teacher performance to ensure the quality of education in their regions. Local governments as street level bureaucrats at the local level are responsible for improving their educational human resources, because they are the ones who best understand the conditions in their respective regions. This study uses a descriptive qualitative approach. The data collection instrument is through document studies, Focus Group Discussion (FGD), interviews, and surveys. This method was used to collect data related to the transformation of teacher competency management during the COVID-19 pandemic in Kulonprogo Regency. The results of this study will describe the realities and constraints in teacher competency management in a policy perspective in Kulonprogo Regency. The output of this research is in the form of indexed journal articles in the 2022 Cakrawala Pendidikan Journal as a mandatory output. And as an added outcome, the results of this research will be presented at the International Conference on Meaningful education in 2022. The transformation of teacher competence is a prerequisite in the context of restoring the quality of education after the pandemic. However, there has not been a transformation of teacher competency management during the pandemic and post-pandemic which was actually compiled by the Kulon Progo Regency government to attend kindergarten. The programs to increase teacher competence were even more felt before the pandemic. Although during the pandemic there was an online teacher competency improvement program that teachers could participate in independently, the results could not be felt in real terms due to the lack of commitment and consistency of teachers during training. As for the increase in teacher competence, it actually comes from the central government with a program of driving teachers and driving schools. This is a homework for the Kulon Progo Regency Education Office to improve the competence of kindergarten teachers in maintaining and improving the quality of student learning.

Kata Kunci: *Teacher competence management, Kindergarten Teacher*