

## School Principle Leadership in Improving Teacher Professionalism Competency in Schools

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### Abstract

*This study aims to analyze: 1) The Leadership Style of the Principal of SMP Santa Lucia Sei Rotan 2) Efforts to Increase the Professionalism of Middle School Teachers of Santa Lucia Sei Rotan, 3) Supporting and Inhibiting Factors of the Principal's Leadership Style in Increasing the Professionalism of SMP Santa Lucia Sei Rotan Teachers. This research uses a descriptive qualitative approach. Research data collection techniques in the form of observation, interviews and documentation. The results of the study reveal three findings, namely: 1) The Principal of SMP Santa Lucia Sei Rotan leads and fosters teachers through democratic means, 2) Efforts to Increase the Professionalism of Teachers of SMP Santa Lucia Sei Rotan, namely through training, direction and coaching of teachers teachers, 3) There are several factors that support and hinder the leadership style of the principal of SMP Santa Lucia Sei Rotan, namely the lack of obedience of teachers in complying with regulations so that it triggers inhibition while the supporting factors that can be used as a reference in improving leadership style are the frequent trainings or seminars held to improve teacher professionalism.*

### Keywords

*Leadership, professionalism, competence*



## I. Introduction

Leadership is very important in the management of educational institutions, it is from this organization that human resources will be produced that are ready and able to compete with local and global situations, especially through education in them. The manager of pedagogy in this case is the principal; it is in the hands of the insured that the fate of the school is at stake.

The principal is a leader, an agent capable of influencing the attitudes and behavior of subordinates. In this case the target is the teacher who is in charge of improving his work after being influenced by his superiors. Because basically guidelines are rules. If mastered properly, it will be one of the keys to the success of a school principal in carrying out his function as a facilitator and facilitator, guiding teachers to remain optimally effective in carrying out their functions.

One very important leadership role is developing teaching and learning programs, setting the tasks of each teacher, here the teacher is the executor of education in schools. For this reason, the principal must really establish positive communication and must always evaluate the learning tasks that have been carried out by the teacher. In order for teachers to carry out their duties properly, a director must be able to motivate

This will develop teacher professionalism to improve the quality of education and its implementation in schools. Not only that, the principal's duties are also related to the provision of adequate facilities to increase the professionalism of the teaching staff. In short, the relationship between the principal and the professional development of teachers

cannot be seen. Because the increase in teacher professionalism is achieved by the teacher himself. However, in reality it is the leadership of the principal who determines whether the quality of learning in schools will increase or not.

In the leadership process, leadership style is known as the style commonly used by leaders in carrying out the responsibilities of leading an organization. Leadership style is generally a hidden quality that will gain trust, cooperation and honesty that will determine the merits of the development of the organization they lead.

The principal's leadership style greatly influences the achievement of pre-planned school goals, including how to improve teacher professionalism. Through this leadership style, a leader will be able to transfer several values such as an emphasis on the team, support for teachers and staff, taking risks, changing criteria, etc. awareness of the fundamental values that exist in the organization that are aligned with the values that the leader wants to convey through his leadership style. To harmonize between values, a process called socialization is needed, which works well if the new employee is satisfied with the work environment he adheres to.

Based on the records of the Human Development Index (HDI), the quality of teachers in Indonesia is still far from sufficient to make fundamental changes. HDI statistical data states that 60% of elementary school teachers, 40% of junior high school teachers, 43% of vocational teachers are not qualified to teach at their respective levels. In addition, 17.2% of teachers or the equivalent of 69,477 teachers teach outside their field of study

In this regard, Wexley Yukl suggested that leaders start by trying job offers to talk about their complaints. The leader of a school is ultimately called the Principal, in the context of responsibility. It's hard because it has to be able to play multiple roles. Apart from being a leader, he can of course be a teacher's companion in teaching and educating his students. And of course every ruler has his own way and method of carrying out his duties and functions.

## **II. Review Literature**

### **2.1 School Principal Leadership Style**

#### **a. Basic Concepts of Leadership**

Leadership is one of the factors that plays a very important role in the organization, the good or bad of the organization is often very dependent on the leader factor. Many studies have also proven that leadership plays an important role in organizational development.

Leadership is the art of influencing others and directing their desires, abilities and activities to achieve the goals of the leader. Leadership is the most important part of an organization both small and large because it is essentially a process of activities carried out by someone to direct or control an organization.

#### **2.2 Leadership Style and Characteristics**

According to Mulyasa leadership style is a pattern of a typical leader when influencing his subordinates, what is chosen in influencing group members forms his leadership style.

Leadership style is related to how a leader carries out his activities to guide, motivate, influence and direct his subordinates towards certain goals.

According to Soewardji Lazarut, leadership in terms of approach can be divided into 3 types, namely: autocratic leadership; laissez-faire leadership and democratic leadership.

### **2.3 Methods of Leadership**

The urgency of leadership methods can contribute to the success of leaders in carrying out their duties, as well as improving leadership style and quality. According to Ordway Tead, leadership methods are: giving orders; rebuke and praise; cultivating the personal behavior of good leaders; respond to proposals; generate a sense of solidarity in the group; creates self-discipline, group discipline; and put an end to false rumours.

### **2.4 Leadership Role**

The leadership role can take place both inside and outside the organization, so that one of the strategic roles that someone has in an organization is not only as a manager but also as a leader. There are four main roles for effective leadership: as decision maker in directing; stockbroker; spokesman; and train

Together, these four roles make up the work of the visionary leader. These four leadership roles are equally important for success. In carrying out this role, leadership is carried out with the help of the ability, nature and character of the leader to influence.

### **2.5 School Principle Leadership**

School is a complex and unique institution. Complicated because the school as an institution contains many interdependent and determining aspects. Even though it is special because schools have their own character, where the teaching and learning process takes place, where the cultural acculturation of human life takes place. That is, in terms of the principal can be understood as a functional teacher who is also in charge of leading the school where the teaching and learning process takes place or where interactions between teachers take place. Who understand the existence of a school as a complex organizational unit and who can act as a 'school' school leader.

### **2.6 The Concept of Teacher Professionalism**

Professionalism is a professional attitude which means doing something as a main job as a profession and not as a hobby or just a hobby. An expert feels expert (expert) with the knowledge he has in serving his job. Everyone who works as a teacher definitely wants to be a professional teacher. A good teacher will be able to ensure that students enjoy learning activities at school.

Being a good teacher when teaching is not a matter of the nature of the teacher, but the ability to set the pace of learning. Responsibility for decisions and intellectual attitudes, and collective respect for professional ethics in dynamic organizations. A professional who provides employment services in a structured manner. This can be seen from the personality that reflects a person, which includes self-concept, ideas, self-reality.

### **2.7 Supporting and Inhibiting Factors of the Private Leadership Style in Improving Teacher Professionalism**

As for the supporting factors of the principal's leadership style where there is teacher discipline coaching, motivating teachers in the field of study and awards. In addition there are also inhibiting factors which are divided into two factors, namely internal and external factors.

- a) Internal factors, which are factors that come from within the teacher himself, namely the teacher's educational background including: must have a teacher's diploma; teacher teaching experience; teacher's state of health; and teacher welfare.
- b) External factors,  
 External factors include: educational facilities; school work discipline; and supervision of school work.

## 2.8 Relevant Research

Research on the leadership style of school principals until now can be said to be quite a lot. In this research, there are several relevant studies to support this research, including:

1. Nurul Aulia Syifana (2011), Thesis entitled "Leadership Style of Principals in Increasing the Professionalism of School Educators MTs PAB I Helvetia". The results of this study are as follows: First, the leadership style of the principal of MTs PAB I Helvetia is democratic; this can be seen from the development of employee resources and creativity, employee participatory development, consensus deliberation, regeneration and regeneration carried out and normative delegation carried out conducive. Second, school principals have been quite successful in increasing educational professionalism, both in improving academic qualifications, certification of educator skills and competencies, as well as in improving school management standards, both in program planning, implementing work plans and monitoring and evaluation. The three factors implementing the principal's leadership style in increasing the professionalism of educators at MTs PAB I Helvetia, having educators who are quite professional, the knowledge and experience of the principal is quite good, the support, sincerity and dedication of educators and education staff, consensus deliberations and supporting funding. Meanwhile, the inhibiting factor is that the principal's policy is not implemented properly, there are some educators who do not get certification.
2. Syarifuddin Lubis, (2010), Thesis entitled "Leadership Style of Principals at SMP Negeri 14 Medan". The results of the study are as follows: The leadership style of the principal of SMP Negeri 14 Medan is a democratic-participatory leadership style, meaning that a leadership style that applies democratic elements in providing instructions and coordination to members as well as being directly involved in practice in the field . This leadership style is a style that emphasizes the values of freedom, democracy and the role of active participation of a school principal. Furthermore, the principal applies the participatory-democratic leadership style by using several very obvious patterns, namely communication patterns. Cultural patterns, and structural patterns. The pattern of communication referred to here aims to expedite the activities that have been scheduled, both formal and non-formal official. Then the cultural pattern, namely the culture that is usually applied at SMP Negeri 14 Medan on an official basis, is in the form of coaching. Next, namely the structural pattern which means that the trip structure is professional and proportional. In this case professionalism emphasizes the achievement of school goals and shared desires.
3. Noor Muhammad, Shahrir Charil bin H. Marzuki and Mohd. Yahya bin Mohd. Hussin (2015), with the title "The Madrasah Leadership, Teacher Performance and Learning Culture to Improve Quality at Madrasah Tsanawiyah Negeri Jakarta of South". Journal of Management and Sustainability; Vol. 5, No. 2; 2015. STIA YAPPANN Jakarta Indonesia and UPSI Tanjung Malem Perak Malaysia. The objective of this study was to analyze the impact of madrasah leadership, teacher performance and learning culture on madrasah quality. The research objectives to be achieved are: Identifying the level of

madrasah leadership, teacher performance, learning culture and quality of madrasahs; Identification of the relationship between madrasah leadership and madrasah quality; Identify the relationship between teacher performance and madrasah quality; Identification of the relationship between learning culture and the quality of madrasah; Identification of madrasah leadership relationship models, teacher performance and learning culture with madrasah quality. Therefore, based on the results of this study to produce high quality madrasahs, it can be done by improving madrasah leadership, teacher performance and learning culture in madrasahs. If the madrasah leadership, teacher performance and learning culture are low, it will result in lower madrasah quality. based on the results of this study to produce high quality madrasahs can be done by improving madrasah leadership, teacher performance and learning culture in madrasahs. If the madrasah leadership, teacher performance and learning culture are low, it will result in lower madrasah quality. based on the results of this study to produce high quality madrasahs can be done by improving madrasah leadership, teacher performance and learning culture in madrasahs. If the madrasah leadership, teacher performance and learning culture are low, it will result in lower madrasah quality.

4. Saifullah (2016) entitled "Leadership Style of Principals in Improving the Performance of Islamic Religious Education Teachers in Junior High Schools in Aceh Besar District". UIN Ar-Raniry Banda Aceh, Indonesia. MUDARISUNA Journal, Volume 6, Number 2, December 2016.

Based on the results of the study, it was concluded that the Principal's Leadership Style in Improving Teacher Capability At Santa Lucia Middle School, the principal applies an instructive and delegative leadership style in improving the ability of study teachers. The delegative leadership style set by the Middle School Principal, in this case the principal provides opportunities for teachers in the field of study to continue to a higher level. The instructive leadership style applied by the school principal in improving the ability of teachers in the field of study, such as each subject teacher is required to attend training and workshops via zoom or offline and instructs teachers to be required to involve themselves through the MGMP forum, as well as other self-development forums to increase competency Teacher.

### **III. Research Methods**

This study uses a descriptive qualitative approach. This approach intends to provide an overview or description of an event systematically and objectively by collecting, evaluating, verifying, and synthesizing evidence to support the facts in order to reach a conclusion. Qualitative descriptive research is an in-depth research method on social reality and various phenomena that occur in society which are the subject of research so that the characteristics, characteristics, characteristics and models of the phenomenon are described.

### **IV. Result and Discussion**

#### **4.1 Principal Leadership Style at SMP Santa Lucia Sei Rotan**

The principal's leadership style in improving teacher professionalism, namely the things that are done are; Democratic leadership style; in carrying out their duties the leader is willing to accept suggestions and subordinates and even criticisms he asks of them for the success of joint work; he gives sufficient freedom to his men because he has enough

trust that they will try to get the job done in the best way on their own; all efforts are aimed at making subordinates always achieve good results from themselves.

Referring to the theory above and related to the reality on the ground, the principal with a democratic leadership style uses a democratic leadership style, because the principal considers the teacher as a work partner not as a subordinate and this is evidenced by the results of interviews with teachers at SMP Santa Lucia Sei Rattan that they really build respect and confidence in carrying out their respective duties.

#### **4.2 Efforts to Increase Teacher Professionalism at SMP Santa Lucia Sei Rotan**

Increasing teacher professionalism among SMP Santa Lucia Sei Rotan teachers includes providing opportunities for teachers to take part in educational training, upgrading and seminars. Efforts by schools or school principals to improve teacher professionalism include:

- Coaching, coaching, and training of teachers in lesson plans, curriculum, and implementation of KTSP and K13 as well as disciplinary regulations.
- Optimization of learning activities  
SMP Santa Lucia Sei Rotan is expected to be more independent in managing its household, in this case through creative and innovative principals. Santa Lucia Sei Rotan Middle School has policies or regulations that are implemented for teachers in maximizing their performance so that teacher performance assessments are about professionalism so that student learning activities so that students excel, develop their potential.
- Development of Teaching and Learning Process (PBM).  
PBM in SMP Santa Lucia Sei Rotan is like PBM in other schools which implements various learning methods such as lectures, discussions, questions and answers, and others. However, in order to improve PBM which is of a higher quality from year to year in order to evaluate teacher performance regarding teacher professionalism, SMP Santa Lucia Sei Rotan does the following: a. Procurement of teacher training on "Effective and Efficient Learning" delivered by the principal directly to his subordinates. b. Held an Achievement Motivation Training (AMT) to raise students' enthusiasm for learning which was carried out by the Vice Principal for Student Affairs once at the beginning of the year for first graders. c.
- Development of school human resources  
HR development in improving teacher professionalism really needs to be mobilized at S Santa Lucia Sei Rotan. This is bearing in mind that good achievements can be achieved if it is supported by empowering the quality of school human resources as the driving force for the educational process. To develop human resources, the Principal of SMP Santa Lucia Sei Rotan does: a. holding meetings or meetings both work meetings, leadership meetings, special meetings, teacher meetings, field meetings, joint meetings, coordination meetings and service meetings. Everything is in the context of discussing teacher performance as school personnel which is carried out weekly, monthly, yearly and even at any time. b. sending school delegations attended by teachers and education staff to various educational institutions in the quiz area in order to improve the quality and development of human resources. c. Holding seminars, workshops and training in schools to improve teacher professionalism which is carried out by the teacher committee twice a year, namely every even and odd semester. d. Attend seminars, workshops and training outside of school, especially regarding efforts to obtain policy inputs that can be used as references and references in efforts to increase teacher

professionalism in educational development, such as the "Professional Improvement and Teacher Welfare Seminar".

- Development of school facilities Facility development is a routine school agenda to complement various educational needs so that teacher performance in improving learning professionalism can be achieved. In this case, the Principal of SMP Santa Lucia Sei Rattan always checks the equipment for class equipment and learning aids. If damage or loss occurs, the principal immediately replaces or repairs it if it can be repaired. In addition, the principal also checks the cleanliness of the school environment. Because these activities are part of supporting student achievement and also supervision. The principal of Santa Lucia Sei Rotan Middle School instructed the library staff to be able to provide books that support lessons from various publishers such as books on religious studies, general studies,
- Discipline improvement  
Principal of SMP Santa Lucia Sei Rotan in improving discipline through effective implementation for each teacher, employee and student. This is proven by applying that all school members are expected to attend prayer together, the teacher has the task of teaching in the first hour they must come and enter class on time, if there is a teacher who is sick or unable to enter then there must be a statement, when the teacher is late for class because there is the sudden interest before the teacher told the picket teacher if the teacher had no news at all then the principal gave sanctions to the teacher, such as a reprimand, if the reprimand could not change his behavior then a warning letter would be given

### **4.3 Supporting and Inhibiting Factors of the Principal's Leadership Style in Improving Teacher Professionalism at SMP Santa Lucia Sei Rotan**

The factors that support and hinder the principal's leadership style in increasing teacher professionalism at SMP Santa Lucia Sei Rotan show that there are still some teachers who do not follow school rules such as discipline, this also influences the increase in teacher professionalism in this school and training programs for teacher at this school. teachers after school is limited. The supporting factor is the frequent holding of training courses or seminars. The main way to improve teacher professionalism is to supervise teachers by considering absences, attendance and time discipline. Observing or witnessing the teacher teaching directly, so as to evaluate the results of teacher interaction with students in class.

In summary, according to the author's opinion, the principal's leadership style in order to improve teacher professionalism will be further improved and developed very well, in which the leadership style that is prioritized is the democratic leadership style. make teacher work more effective by increasing teacher professionalism determined by regulations set by schools, especially school principals, and making improvements to be able to achieve teacher professionalism, school quality and quality. However, the director as a leader has duties and responsibilities in carrying out his leadership role.

## **V. Conclusion**

Based on all the research findings and discussion of research regarding the principal's leadership in improving teacher professional competence at SMP Santa Lucia Sei Rotan as follows: The principal applies a democratic leadership style, a model of leadership style by taking into account the wishes and suggestions of members and from leader. As for what the principal does in applying his leadership style is to provide motivation or influence on

the existing ranks both from teachers and employees. Efforts made by teachers to improve teacher professionalism are by delegating responsibility to teachers, fulfilling competencies, namely pedagogic competence, personal competence, social competence, professional competence.

Supporting and inhibiting factors in increasing teacher professionalism are training or seminars that are often held, controlling teachers by checking attendance, time attendance and discipline. Implement rules in the form of oral and written and appear to be a motivator and serious principal of the school. While the obstacles to increasing teacher professionalism are the lack of inadequate infrastructure, lack of operational costs, lack of teacher discipline.

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