

The Implementation of Principal's Leadership in Improving Teacher's Professionalism

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Abstract: This study aims to analyze how the principal's leadership is implemented and find out the obstacles faced in increasing teacher professionalism at SDN 123 Palembang. The research method used is a qualitative method that captures information from natural conditions in an object's life that is associated with a problem, both theoretically and practically. This study's process included data collection and compilation, as well as data analysis and interpretation. The study's findings indicate that teachers play an important role in preparing potential human resources. As a result, teachers must take an active role and position themselves as professionals to meet the demands of the times. In this case, the teacher serves as an educator and mentor, providing direction and demanding that students learn rather than simply transferring knowledge. The teacher's educational background is a supporting factor, as all teachers at SDN 123 are undergraduate graduates, and some of them are community leaders in their neighborhood, while the inhibiting factor is a lack of teaching facilities.

Keywords: Inhibiting and Supporting Factor, Principal's Leadership, Teacher's Professionalism

A. Introduction

The role of human resources in the school is critical to an organization's success in achieving educational goals and realizing its vision and mission. Human resources also play a strategic role in adding value to organizations in order to gain a competitive advantage.

Teachers are professional educators with the primary task of educating, teaching, guiding, directing, training, assessing, and evaluating students in early childhood education through formal education, basic education, and middle education, according to Law No. 14 of 2005 concerning Teachers and Lecturers. It was also stated that teachers must have academic qualifications, competencies, educator certificates, be physically and mentally healthy, and be capable of achieving national education goals. Academic qualifications are obtained through undergraduate programs in

higher education or four-year diploma programs. A teacher, in other words, has at least an undergraduate academic qualification undergraduate (S1) or a Diploma IV.

The principal is one of the components of education that has the most role in improving the quality of education. The school principal is responsible for the administration of education, school administration, the development of other educational staff, and the utilization and maintenance of facilities and infrastructure, according to Government Regulation Number 28 of 1990, article 12 paragraph 1.

According to the Ministry of National Education Strategic Plan 2010-2014, the strategic goals of school principal effectiveness include: excellent education services to form comprehensive intelligent Indonesians, which are formulated in strategic objectives such as the availability and affordability of quality, relevant, and equal education services in all provinces, districts, and cities, as well as the availability of a reliable governance system in ensuring the implementation of excellent national education services (Novianty, 2016).

Being a school principal is neither an easy nor a difficult task. However, if you know, understand, and believe in how to become a dependable school principal, the things that will undoubtedly carry out the noble task of being a school principal will become more easily realized. Curriculum, student administration, human resource administration, facilities and infrastructure administration, filing administration, and financial administration are all responsibilities of school principals. To support school performance, these activities must be carried out effectively and efficiently. As a result, in order to carry out operational tasks in the school environment, school principals must be able to describe their professional abilities and competencies (Donni, 2017).

School principals' duties and responsibilities are divided into two categories: administration and supervision. Administrative duties are those of the school principal that relate to the management of the field of educational work in schools, such as management of teaching, student affairs, staffing, finance, infrastructure, and school-community relations. While the duties of the principal in the field of supervision are related to teacher development for teaching improvement. Supervision is an attempt to assist teachers in improving or improving teaching and learning processes and situations (Hasan, 2014).

Teachers in the educational system are responsible for guiding students toward predetermined goals. The teacher as a role model can be defined as a professional educator whose primary responsibility is to educate, teach, guide, direct, train, assess, and evaluate students at the early childhood education level, formal education pathways, basic education (SD/MI and SMP/MTs), and secondary education (SMA/MA) (Mudlofir, 2012).

The teacher is a figure of authority. The teacher is similar to a building architect in that he can shape the soul and character of his students to his liking. The teacher is responsible for shaping and developing students' personalities so that they can be useful to their family, religion, homeland, and nation. The teacher's duty is to prepare students for global competition and modern-world demands (demands for knowledge), which are related to efforts to build himself, his religion, and the nation and state to be more advanced.

The teacher is extremely important in the learning process. The teacher serves as a learning manager as well as a model or role model for their students. The teacher is also referred to as the running curriculum. As a result, the effectiveness of the learning process is entirely dependent on the teacher. As a result, the quality or ability of the teacher has a large impact on the success of a learning process. In other words, the teacher's strategic position as a teacher, mentor, and guide of students in learning is very important for student success. The teacher must be a professional in order for the teacher's task to run smoothly.

Professional teachers will appear to be carrying out tasks based on their expertise in both material and methods. With this knowledge, the teacher can demonstrate his autonomy, both personally and professionally.

As explained in Law No. 14 of 2005 concerning teachers and lecturers chapter III article 7 paragraph (1), professional nature is one of the best characteristics that a person can have when that person has several characteristics.

Professionalism is a characteristic that allows teachers to be sufficiently professional in order to anticipate curriculum dynamics. On the other hand, a professional can be defined as someone who engages in work based on expertise, technical abilities, and procedures based on intellect.

Professional can also be interpreted as a job that requires further education which is used as a basic tool to be implemented in beneficial activities, in the sense of being dedicated to realizing the noble values instilled by God in society through hard work.

Proficiency and success in the learning process at school can be provided by teacher professionalism. Because only professional teachers can engage students in active learning situations. Professional teachers are thought to be capable of guiding students in learning to find, manage, integrate, and solve problems related to knowledge, attitudes, values, or life skills. Professional teachers are thought to be capable of inspiring students to think, behave, and act creatively.

The issue with teaching staff, in this case teachers, is the government's lack of attention, particularly in terms of training to equip teachers as professional teaching

staff at SDN 123 Palembang. In fact, the training itself is beneficial for increasing teachers' knowledge and teaching abilities in order to achieve professional teachers. Specialized training, such as certification, is critical for teachers in order to improve teacher quality, professional recognition, and teacher well-being.

SDN 123 Palembang has approximately 35 teachers in total, with 23 civil servants and 12 non-civil servants teaching staff. Based on the information obtained, several teachers who teach at Public Elementary School 123 Palembang in providing the learning process to students, the teacher applies the same teaching method or technique or hereditary from the previous one. This teaching activity is classified as uncreative and boring because students' mindsets and attitudes are changing with the times. The techniques used tend to be without review, the methods used are still conventional, the teacher never reflects on the learning process, the teacher does not use teaching aids and supporting media, the teacher has never conducted classroom action research, so the teacher does not know how deficiencies in teaching impact unsatisfactory results.

According to the survey results, there is a gap between educational practice in the field and education policy. For example, Government Regulation No. 19 of the Republic of Indonesia concerning National Education Standards states that the education process must be interactive, inspiring, fun, challenging, and motivating students to participate actively, as well as providing sufficient space for initiative, creativity, and independence based on students' talents, interests, and physical and psychological development (Mulyasa, 2002).

Obstacles frequently arise during the learning process provided by public elementary school teachers in the city of Palembang. The facts show that teachers frequently face various obstacles that impede the learning process while carrying out their duties. There are teachers who can handle these unforeseen obstacles well, but many are unable to. According to the findings of an interview with the Head of SDN 123 Palembang, the teaching and learning process was inefficient, teachers were still encountering obstacles when delivering learning materials, and teacher professionalism needed to be improved. Many factors, both internal and external, contribute to this. In fact, it is frequently discovered that the teaching and learning process does not achieve the learning goals and objectives.

In accordance with the preceding, Sahertian and Muladi, (2014) contends that, regardless of the reasons and causes that give rise to it, a learning process that does not reach the target can be described as ineffective learning because the teacher is ineffective. Furthermore, Uny, et. al., (2020) state that a teacher is effective if he has a caring and unyielding attitude, his explanations are easy to understand, and he is able to manage the class well.

Meanwhile, according to Stronge (2018), an effective teacher is one who can improve all students' abilities in a positive direction through their teaching. According to Conroy, & Sutherland, (2012), an effective teacher is one who can use all of the potential that exists within and outside of himself to achieve learning goals. Based on some of these definitions, it is possible to conclude that an effective teacher is one who pays attention to his students, manages the class, and provides explanations that are easily understood by students so that learning objectives are met.

Armed with the sources mentioned above, teachers should be able to equip themselves with their professional teaching abilities so that the learning process provided can run smoothly and effectively. This is due to the importance of the teacher in the learning process. The teacher serves as a learning manager as well as a model or role model for their students.

The teacher is also known as the running curriculum because the effectiveness of the learning process is entirely dependent on the teacher. This is because the quality of the teacher's ability determines success in the learning process. In other words, the teacher's strategic position as a teacher, mentor, and guide of students in learning is very important for student success. Professionalism in teaching is required for the teacher's job to be successful.

One of a teacher's duties and responsibilities is to improve student achievement and learning outcomes (Bakar, 2018). However, it is still common at this time that student learning outcomes are unsatisfactory, despite the teacher's best efforts to use various learning methods or models. As a result, the teacher must be able to select and determine the appropriate learning model based on the material and learning objectives.

This was confirmed by the researcher's interview with the head of SDN 123 Palembang, who explained that it was admitted that training for teachers at SDN 123 Palembang could be said to be very minimal in training activities, seminars, workshops, workshops, and so on, particularly within the last two years. The principal also stated that elementary school teachers should be proactive in following up on activities that they have not received, either by directly asking the supervising teacher or by searching for information on the website.

As a result, activities at SDN 123 Palembang are extremely busy and scheduled. However, the principal promised to make an effort to pay attention to teachers in order to improve their professionalism and social competence through training and other activities.

Based on the above description, the researcher believes there is a need to investigate further the implementation of school principal leadership in improving teacher

professional competence and teacher social competence in relation to the teaching-learning process provided to students, and ultimately the purpose of the learning process itself to improve student learning outcomes, through research with the title, the implementation of school principal leadership in improving teacher's professionalism.

B. Methods

This study was carried out at SD Negeri 123 Palembang in Palembang City, South Sumatra Province. Entering certain social situations, observing and interviewing people who are seen to know about these social situations is the technique used to determine informants. The person who is the source of the data is chosen on purpose, that is, with specific criteria in mind (Prastowo, 2011). This study's informants included school principals, teachers, and students. This was chosen because the informants were directly involved in the implementation.

This research is a type of qualitative research from a methodological standpoint. What is meant by qualitative research is a set of activities or processes for gathering information from natural conditions in the life of an object that is associated with a problem, both theoretically and practically (Moleong, 2017). This study takes a descriptive qualitative approach. Descriptive research focuses on current events. Data collection and compilation, as well as data analysis and interpretation, are all part of the process. In essence, qualitative descriptive research is a method of investigating the condition of a group of people or an object with the goal of producing descriptive, systematic, factual, and accurate descriptions or drawings of the facts or phenomena under investigation (Haryono, 2014). According to this viewpoint, reality has multiple dimensions, is intact, and changes. As a result, research evolves during the process, allowing for changes in concepts based on current situations and conditions.

Because we chose qualitative research for this study, the data obtained must be detailed, clear, and specific. Sugiyono (2016) goes on to say that data can be gathered through observations, interviews, documentation, and triangulation. Researchers used interviews, observation, and documentation to collect data for this study. This study's data analysis techniques included data reduction, data presentation, and drawing conclusions.

C. Results and Discussion

The following data is obtained based on observations, direct interviews with the principal of SDN 123 Palembang, and evidenced by supporting documents regarding the implementation of the principal's leadership in improving teacher professionalism at SDN 123 Palembang:

At SDN 123 Palembang, the school principal has implemented a variety of strategies to increase teacher professionalism. The increase in question is intended to keep up with the times. In this case, the principal places a high value on providing opportunities for teachers to improve their teaching abilities. To carry out a good teaching and learning process, a teacher must be trusted to carry out his duties.

The researcher's interview with the Principal of SDN 123 Palembang yielded the following results. One of the efforts I've made to improve the quality of teaching for teachers here is to provide teachers with guidance on how to prepare syllabus and lesson plans in accordance with applicable regulations, and then to assist and guide teachers in determining learning methods that are appropriate for their students. Aside from that, we always remember to motivate teachers to use information technology for learning. Because we are now living in the technological era.

A teacher at SDN 123 Palembang said the same thing. Teacher 1 stated that the principal supervises teachers in order to improve their professionalism. The principal is usually in charge of supervision. So, once the principal has completed the supervision, an evaluation of the results is held. The principal of the school then provides guidance on deficiencies during the implementation of learning based on this evaluation. Not only that, but Mother always offers advice on learning tools, from semester programs to annual programs, KKM, syllabus, lesson plans, evaluations, and enrichment programs.

According to the statement above, one of the principal's roles is to empower teacher competence and provide guidance to teachers. Teachers' deficiencies and problems can be solved with continuous guidance, and teachers should be able to improve their competence.

Furthermore, several methods are supported by the Head of SDN 123 Palembang, Mrs. RD, in an effort to develop teachers' abilities to master learning materials, teaching methods, and administrative completeness.

We always invite and motivate teachers to participate in training or workshops, assisting teachers in mastering administrative knowledge such as teaching methods, teaching methods, creative materials, syllabus, and lesson plans.

SDN 123 Palembang's deputy head said the same thing. I am frequently included in training sessions, both workshops and seminars. I learned more about the evolution of today's learning methods from the training, which I can apply to the children in my class.

The deputy head of SDN 123 Palembang said the same thing. I am frequently involved in training, both in workshops and seminars. I learned more about the evolution of

today's learning methods from the training, which I can now apply to the children in my class.

Furthermore, the deputy head of SDN 123 Palembang added that Ms. RD's efforts were a lot to increase teacher professionalism, such as joining teachers here in KKG, MGMP, *Bimtek*. This is a real form of awareness to increase self-competence and professionalism to be able to continue to face the challenges of the times and the advancement of education. In addition, participating in various activities to increase professionalism aims to provide training for teachers here related to administration and learning plans. Later it will have an impact on increasing the quality of education and services provided.

According to the statement above, the principal is very concerned with empowering teacher competence in order to improve their professionalism. The principal of SDN 123 Palembang also provided motivation in order to support improving the quality of teacher competence, as stated in his statement:

Teachers must provide motivation and encouragement to their students. The goal is for teachers to be enthusiastic about their jobs. Typically, I hold brief discussions with a few teachers to ascertain their grievances or problems. I can provide some motivation for the teacher from here.

Ms. RD is a friendly person and often gives me motivation or advice, said a teacher at SDN 123 Palembang. He makes me feel very special. This gives me the motivation to be even more active in both teaching and improving my own competence.

The principal's encouragement and motivation are significant for teachers. This can boost the teacher's morale and help him improve his skills. The Principal of SDN 123 Palembang makes an effort to hold small discussions (sharing) in order to listen and solve problems faced by teachers.

The principal can give the teacher advice and motivation so that she or he becomes motivated and enthusiastic about teaching again. Motivation and encouragement are, of course, provided in a professional manner, rather than on an emotional or humane basis. Advice and warnings are given politely and with regard for human values, though they must occasionally be delivered in a firm and authoritative manner.

Furthermore, discussions with both leaders and fellow teachers can be reassuring and motivate them to be more enthusiastic about teaching. Furthermore, rewarding teachers for their accomplishments has a positive influence on their motivation to improve their own competence (Schunk, 1991).

Factors Supporting and Inhibiting the Principal's Leadership in Increasing Teacher's Professionalism at SDN 123 Palembang

The educational background of the teachers is the main supporting factor (Alazzam et al, 2012), as all teachers at SDN 123 are undergraduate graduates, and some of them are community leaders in their neighborhood. Mrs. RD, the principal of SDN 123 Palembang, stated this directly.

Fortunately, all of the teachers at SDN 123 are already strata 1 and have special competence in the field of elementary schools, which helps to increase teacher professionalism. Some of the teachers here are also role models/community leaders in their village, so they can be described as capable and well-behaved individuals.

Aside from that, one of the teachers at SDN 123 Palembang stated that the thing that stands out here is togetherness, so our fellow teachers are helpful. For example, if some teachers are having difficulty creating lesson plans, other teachers will gladly assist. Senior teachers frequently provide input and advice to juniors, which encourages us to be even more enthusiastic about teaching.

According to the narrative above, the main supporting factors are the teacher's educational and social background, as well as the attitude of caring for fellow teachers. With these two supporting factors, school principals at SDN 123 Palembang may be able to increase teacher professionalism.

For the inhibiting factor, according to one teacher, the availability of teaching facilities was a barrier (Sánchez, et. al., 2019). Inadequate school facilities, such as the lack of projectors. We took turns using projectors in our class because there were only a few available. Even with multiple teachers, it is frequently difficult. So, we frequently switch to use the projector. Students are sometimes more interested in learning when they are studying with a projector.

The facilities to support teaching and learning activities are not optimal, but we are trying to complete the needs for facilities and infrastructure so that they can support learning activities both inside and outside the school, said the school's principal.

The support of students' parents is the second impediment. There are still many students here who do not have their parents' attention. Parents' lack of support and motivation makes students lazy to learn and unwilling to improve their learning achievement (Graciani, et. al., (2020). Especially now that his children are more interested in playing with their electronic devices than in learning. This is possible because most students' parents work full-time and have little time to supervise their children.

According to the statement above, the lack of learning facilities is an impediment to increasing teacher professionalism. This is a consideration for the principal to add learning facilities so that the teaching and learning process runs optimally. Furthermore, the inhibiting factor at SDN 123 Palembang is the lack of parental support for students, which is still limited due to students' busy schedules.

Students who do not understand the material described by the teacher can obstruct teachers in the teaching and learning process (de Souza Fleith, 2000). This is also the concern of the principal to conduct socialization to parents of students in order to help improve their children's learning achievement.

D. Conclusion

The teachers play an important role in preparing potential human resources. As a result, teachers must take an active role and position themselves as professionals to meet the demands of the times. In this case, the teacher serves as an educator and mentor, providing direction and demanding that students learn rather than simply transferring knowledge. The majority of teachers at SDN 123 Palembang have a level of strata 1 education and competencies in the field of elementary school education. The second factor is the creation of a caring relationship for fellow teachers, which helps each other if there are teachers who experience difficulties in making learning tools. The availability of inadequate school facilities, as well as a lack of parental support to motivate children's learning spirits, is an impediment to increasing professionalism at SDN 123 Palembang.

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