

## **Principal's Management in Improving Teacher's Professionalism**

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**Abstract:** Leadership management involves planning, organizing, directing, and supervising the efforts of members of an organization to achieve goals. Principal management is crucial in creating teaching and learning situations for teachers and students. They provide guidance, assistance, supervision, and assessment on technical implementation and development of teaching education programs. Teachers play a significant role in influencing the quality of education, and professionalization of teachers is essential for optimal service delivery. However, many teachers struggle with pedagogical competence, mastering teaching material, and presenting meaningful learning activities. Additionally, the school principal's busy life often prevents proper implementation of guidance and supervision, resulting in teachers not showing expected professionalism. Research is needed to address these issues. This research was conducted at SMA Negeri 3 Banyuasin III, Banyuasin Regency, South Sumatra Province. The object of this research is the principal's management in improving teacher professionalism at SMA Negeri 3 Banyuasin III. This research uses a descriptive paradigm approach with qualitative research methods. The data in this research was collected through observation, interviews, and documentation. The researcher found that the principal at SMA Negeri 3 Banyuasin III has been effective in increasing teacher professionalism through planning, organizing, implementing, and supervising. They provide guidance, opportunities for self-development, and support for teachers' activities. However, challenges include the incompatibility of scientific background with the field, teachers' low interest in self-development, lack of understanding of curriculum content, low use of technology, and low awareness of individual teachers' duties.

**Keywords:** Principal's Management, Quality of Education, Teacher's Professionalism

### **A. Introduction**

Leadership management is an organizational skill consisting of management knowledge and leadership skills. In general, it can be interpreted as the skill to

manage an organization, accompanied by the ability to lead, direct, and motivate, efficiently and effectively. Principal management is a step carried out by a superior that includes the process of planning, organizing, directing, and supervising the efforts of members of the organization and the use of other organizational resources to achieve the stated organizational goals. In the Big Indonesian Dictionary, the principal comes from two words, namely "Head" and "School". The word head can be interpreted as the chairman or leader in an organization or institution, while a school is an institution where it is a place to receive and give lessons.

According to Susanto (2016), the definition of a school principal is a functional teacher who is given the task of leading a school, where the teaching and learning process or interaction between teachers and students is carried out. The principal as a manager has a role in determining the school management process. The success or failure of school objectives can be influenced by the Principal's ability to carry out management functions, which consist of planning, organizing, implementing, and supervising (Aedi, 2016). By the Decree of the Minister of National Education regarding managerial competence, one of which is that the Principal must be able to carry out school management and his performance must be visible in carrying out the areas of managerial work.

Stoner argues in Aedi (2016), stating that there are eight types of manager functions in an organization, namely: Principal works through other people, is responsible and accountable, able to deal with various limited conditions, thinks analytically and conceptually, as an intermediary, as a politician, as a diplomat and functions as a decision maker. Establishing productive teaching and learning environments for instructors and students is the principal's main responsibility. They oversee teachers to help them develop their craft and direct the academic progress of their students. They also oversee school management. Comprehending their responsibilities and abilities is essential for efficient functioning. Principals must comprehend that schools are systems that require leadership and that leadership entails managing, directing, and leading behavior. The seven responsibilities that a principal can play are educator, manager, administrator, supervisor, leader, cultivator of a positive work environment, and entrepreneur, according to national education policy.

The Principal is tasked with providing guidance, assistance, supervision, and assessment on issues related to the technical implementation and development of teaching education in the form of improving teaching education programs and activities to create teaching and learning situations. These tasks include:

1. Guiding teachers so that they can clearly understand the teaching educational goals to be achieved and the relationship between teaching activities and the goals.
2. Guiding teachers so that they can understand more clearly the problems and needs of students.

3. Select and assign tasks that are most suitable for each teacher according to their interests and abilities and then encourage them to continue to develop their interests, talents, and abilities.
4. Provide an assessment of the school's work performance based on standards to the extent to which the school's goals have been achieved.

One element that affects the standard of education is the teachers. When teachers become professionals, they must put in more time, effort, and resources to serve the community's services as best they can. Professional, to put it simply, is derived from the word profession, which denotes a position. A professional is someone who can effectively perform the theoretical and practical responsibilities of their employment. A Professional teacher is capable of fulfilling their duties. Enhancing their abilities, attitudes, and skills can improve their performance in the classroom. This involves activities aimed at enhancing their abilities, attitudes, and skills, meeting professional standards, and ensuring continuous improvement to maintain teacher professionalism in science, technology, and art.

Professional educators in question are qualified, competent educators and educators who are desired to bring learning achievement and can influence the student teaching and learning process which will later produce good student learning achievement (Hamalik, 2006). It is hoped that professional educators will be better able to create an effective, enjoyable learning environment and will be better able to manage their classes so that students' learning activities will be at an optimal level. When related to real conditions in the field, talking about teacher competence and professionalism still faces many problems.

Several issues facing teachers, such as (1) their reluctance to adopt innovative teaching methods and their preference for sticking with traditional teaching methods; (2) the lack of direct impact of teacher qualification and certification improvement programs on student achievement; (3) the perception of continuous professional development programs as non-strategic programs that enhance teachers' knowledge and abilities; (4) their participation in local politics, which hurts their performance in the classroom and their relationships with colleagues; (5) Teachers are stuck in a bureaucratic mindset when putting the curriculum into practice; and (6) the encouragement and willingness to learn and grow personally

The Regulation of the Minister of Education of the Republic of Indonesia Number 16 of 2007 highlights the low mastery of teachers in pedagogical competencies, such as understanding student characteristics, learning theory, curriculum development, organization, and using technology. Teachers also lack competence in professional competencies, such as mastering material, structure, concepts, scientific mindset, competency standards, creative learning materials, continuous professionalism

development, and using technology for communication and self-development. These deficiencies highlight the need for improved teaching quality.

At SMA Negeri 3 Banyuasin III the principal has carried out his role by the main duties and functions as principal. The leadership management that has been implemented illustrates that the school can empower the school's potential both from human resources (HR) and infrastructure, but regarding the competencies that teachers must have, two of them are considered to still be serious and crucial problems among teachers, namely pedagogical competence and professional competence.

From the aspect of pedagogical competence, for example, teachers are assessed as not being able to manage learning optimally, both in terms of understanding students, designing and implementing learning, evaluating learning outcomes, and developing students to actualize the various potentials they have. From the aspect of professional competence, many teachers are considered to still be unable to master teaching material broadly and in-depth, thereby failing to present learning activities that are meaningful and useful to students. Apart from that, there are still teachers who provide learning materials with lectures and assignments. As well as the lack of proper implementation of guidance, direction, and supervision from the school principal, which is due to his busy life as a leader in carrying out his duties and obligations. Thus the teachers who teach have not shown the expected professionalism. Given these problems, researchers are interested in conducting research with the title "School Principal Management in Increasing Teacher Professionalism at SMA Negeri 3 Banyuasin III, Banyuasin Regency".

## **B. Methods**

This research was conducted at SMA Negeri 3 Banyuasin III, Banyuasin Regency, South Sumatra Province. This research uses a descriptive paradigm approach with qualitative research methods. According to Bogdan and Taylor in Affifuddin (2011), qualitative methodology is a research procedure that produces descriptive data in the form of written or spoken words from people and observable behavior. The data source in this research was carried out using purposive sampling, namely that the resource person understood or knew about school principal management in improving teacher professionalism at SMA Negeri 3 Banyuasin III.

The research subject or resource person chosen was the Principal, because he understands or knows about principal management in improving teacher professionalism at SMA Negeri 3 Banyuasin III. The second is the deputy principal and teacher as the object of principal management in increasing teacher professionalism.

This study's data was gathered by observation, interviews, and documentation: 1) observation To learn about research findings about Principal Management in Increasing Teacher Professionalism at SMA Negeri 3 Banyuasin III, researchers made observations and took notes; 2) interview, ten interview questions, organized by the interview grid, were posed by the researcher to study informants, who were teachers and school principals; 3) documentation, the principal's work program, the teacher attendance record, the teacher learning resources, the teacher teaching media, images, photos, recordings, and other papers about the research topic are among the documents held by the principal and the school that are used in the research.

### **C. Results and Discussion**

#### **School principal management in improving teacher professionalism**

The principal's management in increasing the professionalism of teachers at SMA Negeri 3 Banyuasin III has been run by the management function. This is known from the results of observations and interviews conducted with the principal as a leader at SMA Negeri 3 Banyuasin III and is also supported by the results of interviews with deputy principals and teachers. The school principal always establishes the goals of the institution when carrying out planning by gathering the institution's vision and mission, outlining the goals to develop the school in the medium term as stated in the work program and creating short-term goals that are the school's targets in terms of enhancing quality, effectiveness, productivity, and efficiency as well as priorities that are always taken into consideration and made explicitly.

By using specific indicators, the purpose is to make the school's vision, mission, and goals more clear. The principal of SMA Negeri 3 Banyuasin III mapped out teachers' work profiles using a self-evaluation tool at the start of the school year to create an activity program aimed at enhancing teacher professionalism. The outcomes of this process will be subsequently utilized as a guide for developing professional development plans or strategies for teacher self-improvement when putting these plans into action. This is accomplished by giving teachers the chance to participate actively in the KKG community, giving them the chance to further their education, by enrolling them in professional teacher education, and giving them access to workshops, seminars, education, and training.

Planning's primary goal is to enable the business to see opportunities both within and externally and to prepare the best course of action if circumstances arise that are out of alignment with its desired outcomes. Based on the findings of her investigation and her documentation, the researcher in this instance concluded that the planning done at SMA Negeri 3 Banyuasin III had gone smoothly.

Organizing as the process of breaking up a job into smaller tasks, allocating resources, assigning these tasks to individuals based on their strengths, and coordinating them to effectively achieve organizational goals. In addition, organizing involves assigning tasks to group members in a way that maximizes efficiency in achieving organizational objectives. While the researcher was conducting in-person observations of teachers at SMA Negeri 3 Banyuasin III, the principal oversaw the administration of the teachers' learning resources and evaluated their performance. Additional tasks were assigned to teachers who demonstrated proficiency in particular areas. Teachers are required to prepare learning tools as the main requirement in implementing the learning process.

One of a manager's primary roles is organizing; as such, the principal of the school has the right to participate in the delegation of duties, responsibilities, and power to each teacher and member of the education staff. This is done to make clear the primary responsibilities and roles of each educator and member of the education staff and to enable efficient work execution with a strong feeling of accountability. Implementation/mobilization is an implementation to carry out, or mobilize members, and encouraging which is nothing more than an effort to turn plans into realization through various directions and motivations so that members or employees can carry out activities. In implementation/movement, things that are usually done are providing motivation, guidance, good communication, and development or improvement of implementers.

To help teachers become more professional in producing high-quality instruction, the principal of SMA Negeri 3 Banyuasin III constantly offers support and opportunities for them to pursue self-development through a variety of activities, such as workshops, seminars, education, and training relevant to the subjects they teach. In addition, the principal consistently offers encouragement to educators who aspire to pursue advanced degrees. Education and training are examples of self-development activities that might boost teacher professionalism, which will raise educational standards. According to the principal's explanation, teachers can enhance their professional development and self-worth by participating in workshops, seminars, and technical guidance. This will ultimately lead to a rise in teacher professionalism. The principal of the school also regularly assesses the degree of teacher attendance. The purpose of this is to instill in teachers a sense of accountability for their responsibilities as educators.

The school principal plays a crucial role in this monitoring process, particularly when it comes to having to make judgments quickly and correctly. The capacity to identify any variations in organizational procedures, planning, and execution is a significant advantage of supervision. The more quickly a deviation or issue is identified, predicted, and resolved, the more ideal and effective the outcomes will be.

Supervision can be carried out through the following stages: determining the standards or methods used, measuring activities, comparing activities with standards, and evaluating if there are deviations so that implementation and objectives are achieved according to plan.

The supervisory management carried out by the principal of SMA Negeri 3 Banyuasin III has been running, this can be explained by researchers that the principal has carried out his role as educator manager, administrator, supervisor, leader, motivator, and innovator, has been implemented well, this has also been felt by educators and education staff at SMA Negeri 3 Banyuasin III. The researcher will explain the role of the principal which has been implemented at SMA Negeri 3 Banyuasin III, as follows:

First, the school principal as an educator has been able to create a conducive school environment that will encourage all teaching and education staff to carry out their main duties and functions with full responsibility. School principals can provide guidance to students, follow developments in science and technology, and be role models in carrying out their duties as school principals. By setting an example, teachers will be motivated to provide the best to improve school quality so that indirectly teacher professionalism can increase.

Second, the school principal as an administrator plays a very important role in improving the performance of his subordinates, this is due to the activities within the administration itself, including planning, organizing, implementing, coaching, and evaluating. Usman (2011) states that the principal's responsibilities as an administrator include planning, carrying out, evaluating, guiding, and training, conducting research, and serving the community. One of the principal's responsibilities is planning; this includes creating an annual school program that covers instruction, student body composition, staffing, financial aid, and facility provision. The school's annual plan, which is divided into two-semester programs, is the result of this preparation. programs for instruction, student affairs, staff, finances, infrastructure, and facilities. The organizational structure of the school must be prepared by the principal. The school organization's coordinator is the principal, who also has the authority to control staffing levels within the organization.

Third, the principal's duties as supervisor. The school principal always researches, seeks, and determines what conditions are needed for the progress of his school. School principals must be astute in examining what requirements exist and are sufficient, and what do not yet exist or are less than optimal.

Fourth, the principal as the leader of the principal already has personality or authority leadership qualities. He is respected and has authority over his

subordinates because of his skills and abilities and is supported by his good behavior. School principals also can build the institution's vision, mission, and strategy.

Fifth, the principal as a motivator, the principal becomes a motivating person and can act as a motivator, who encourages and encourages teachers, education staff, students, and parents to work and support the achievement of school goals, positive thinking, good towards themselves, other people, and the circumstances faced, have played a role in creating conditions that can stimulate teachers to work better.

Sixth, school principals as innovators have developed innovative learning models, by giving teachers the freedom to develop learning processes in the classroom and study and understand new learning models that can improve learning activities in schools. So it will have an impact on increasing teacher professionalism in designing learning.

### **Management of school principals faces obstacles in their efforts to raise teacher professionalism**

The limitations of principal management in raising the professionalism of teachers at SMA Negeri 3 Banyuasin III, Banyuasin Regency, are as follows, according to the findings of researchers' interviews with school principals and teachers at the institution:

1. Discipline issues when performing their jobs. Some educators simply show up and complete their tasks by their workload without considering how they may enhance their instruction in the future.
2. To perform their jobs effectively, teachers must overcome several challenges. The theory put forth by Ardy (2015), states that there are several reasons why teachers do not utilize learning media, one of which is that schools do not provide learning facilities and learning media causes teachers to experience difficulties, and strengthens these barriers. These barriers include limited time, energy, and costs for teachers; lack of interest and knowledge regarding their competence; and lack of facilities and infrastructure owned by schools.
3. A lack of drive among teachers to become more professional, as evidenced by poorly thought-out lesson plans that are not completed in the allotted time, a lack of variety in the methods and strategies used to teach, and a lack of inventiveness in the materials they create for students to learn. Some educators feel overburdened by the amount of learning management tasks. This results from teachers' inability to manage their time effectively when performing their teaching obligations and creating learning administration, in addition to their ignorance of the administrative tasks that must be accomplished as a guide.

4. The demands of the teaching profession are becoming more complicated and demanding. It is insufficient to only possess a bachelor's degree in education or to have completed coursework in several scientific fields. It is also not sufficient to teach or impart knowledge to pupils in these fields. A teacher needs to be competent in doing his or her tasks to create engaging, dynamic, dialogical, effective, and pleasurable learning experiences for students.

There are still a lot of issues when discussing teacher professionalism and competency in actual working situations. Reports that several issues faced by teachers in his 2014 research included: 1. Teachers tend to revert to traditional learning patterns and are not prepared to adopt innovative teaching practices; 2. Programs to improve certification and teacher qualification have no direct effect on raising student achievement.; 3. Programs for ongoing professional development are not regarded as strategic initiatives that enhance teachers' knowledge and abilities; 4. Teachers participate in direct regional elections and engage in practical politics, which has an impact on their relationships with colleagues and their ability to learn; 5. Teachers are trapped in a bureaucratic mindset in implementing the curriculum. 6. Encouragement and willingness to learn and develop oneself have not been prioritized by certified teachers. It can be concluded that the obstacles faced by teachers at SMA Negeri 3 Banyuasin III in improving their professionalism are as follows:

1. Lack of cooperation in formulating the school's vision and mission, this is due to a lack of involvement of stakeholders in the school.
2. Lack of teacher discipline in carrying out their main duties and functions as teachers, including a lack of understanding in completing administration as an educator, including RPP, syllabus, porta, process, and other administration.
3. Low teacher motivation in carrying out self-development which aims to increase professionalism which will later have an impact on the quality of learning.
4. There is no desire for teachers to improve their quality in participating in workshops, technical guidance, education, and training related to learning.
5. Teachers are not prepared enough to create learning innovations that will have an impact on improving the quality of teachers in carrying out the learning process.

From the results of research through observation, interviews, and documentation at SMA Negeri 3 Banyuasin III, the principal has made several efforts to increase teacher professionalism, with the following objectives:

1. Improving the quality of teachers as educators;
2. Improving the learning process, so that it can automatically improve the quality of education;
3. Improving the quality of achieving learning objectives;

4. Self-development which provides the possibility for teachers to provide the best possible service and maximize their competence

The steps taken by school principals to increase teacher professionalism are:

1. Carry out continuous supervision;
2. Motivate teachers to continue their education to a higher level;
3. Support teachers to actively participate in Teacher Working Groups and Teacher Community activities;
4. Provide opportunities for teachers to participate in training that supports the quality of learning;
5. Provide rewards for teachers who have achievements;
6. Guide teachers by giving them responsibilities by their main duties and functions.

There are several strategies to increase teacher competency, such as offering opportunities for better learning, enhancing teacher education and training, and requiring certification exams. Mulyasa (2007) asserts that completing educational courses, joining teacher organizations, and engaging in scientific activities are all effective ways to enhance a teacher's professionalism. It is envisaged that raising the professionalism of teachers will significantly enhance the standard of instruction, resulting in students who are capable and prepared to compete in the globalized world.

Theoretical investigations based on this research further bolster the findings of the research, such as the theory proposed that lists planning, organizing, commanding, coordinating, and managing as managerial roles. Planning, organizing, directing, and overseeing the work of organizational members as well as the utilization of additional organizational resources to meet predetermined organizational objectives is the process of management (Handoko, 2003). Furthermore, according to Terry & Leslie (2000), principal management is a step taken by a superior that includes the process of planning, organizing, directing, and supervising the efforts of members of the organization and the use of other organizational resources to achieve organizational goals by carrying out activities from four main functions. The four management functions are abbreviated as POAC, namely Planning, Organizing, Actuating, and Controlling. Afandi states that management is working with people to achieve organizational goals by implementing the functions of planning, organizing, staffing, leading, and controlling (Afandi, 2018).

The principal's management responsibilities as a manager include the following planning-related tasks: a) identifying organizational goals; b) creating educational programs; c) creating development strategies; and d) figuring out how to standardize goal achievement. One of the things that might motivate schools to carry out their vision, mission, goals, and objectives through carefully thought out

and incrementally implemented programs is frequently seen as school principal management. Mulyasa (2007) Based on national education policy (Ministry of National Education, 2006), there are seven roles of school principals educators, managers, administrators, supervisors, leaders, work climate creators, and entrepreneurs.

Furthermore, according to Mulyasa (2007), school principals have 7 main duties, namely: (1) Principal as Educator, (2) Principal as Manager (3) Principal as Administrator. (4) Principal as Supervisor. (5) Principal as Leader. (6) School Principals as Innovators. (7) The Principal as a Motivator. There are several strategies to increase teacher competency, such as offering opportunities for better learning, enhancing teacher education and training, and requiring certification exams. Pedagogical competence, personality competence, professional competence, and social competence are among the various qualities that a teacher must possess, according to Law No. 14 of 2005 regulating Teachers and Lecturers, article 10 paragraph 1.

As per Sudjana (2011), the term “professional” originates from the adjective livelihood as a noun, signifying someone with expertise, such as doctors, teachers, and so forth. A professional teacher is someone who possesses unique skills and knowledge in the teaching industry, enabling them to perform their duties and tasks as an educator to the best of their abilities. A teacher needs to possess certain qualities to advance academically and become a professional (Usman, 2011). Meanwhile, in Law Number 14 of 2005 concerning teachers and lecturers article 1 paragraph 4 explains that professionalism is work or activities carried out by someone and is a source of income for life which requires skills or abilities that meet certain standards, qualities, or norms and requires education.

According to Glickman, (1981), the characteristics of teacher professionalism come from two sides, namely the ability to think abstractly (abstraction) and commitment (commitment). Professional teachers have a high level of abstract thinking, namely being able to formulate concepts, capture, identify, and solve various kinds of problems faced in their assignments, and also have a high commitment to carrying out their assignments.

A professional teacher should possess the following qualities: a strong work ethic, a high level of commitment to their profession, appropriate professional educational qualifications, scientific competence relevant to the field they work in, effective communication skills with students, a creative and productive spirit, and a constant pursuit of self-improvement through books, seminars, professional organizations, the internet, and other resources. Mulyasa (2007) asserts that completing educational courses, joining teacher organizations, and engaging in scientific activities are all effective ways to enhance a teacher’s professionalism. It is envisaged that raising the

professionalism of teachers will significantly enhance the standard of instruction, resulting in students who are capable and prepared to compete in the globalized world.

The study "Leadership Management in Islamic Education Institutions," by Husaini & Fitria (2019), is one of the pertinent earlier studies that supports this one. The management principles, which form the cornerstone and core values of management, are inextricably linked to the success of management. Management principles should be flexible and adaptable, taking into consideration unique circumstances and evolving circumstances. In general, management is understood as an activity that aims to accomplish predefined objectives (getting things done through the efforts of others). The people he leads determine effective leadership (conditions and situations). Islamic educational institutions' leadership will be highly effective given the circumstances and circumstances that exist at the moment. In managing Islamic educational institutions, they must have several appropriate components to produce good and wise performance, including planning, organizing, mobilizing, and controlling.

Research by Arafat & Puspita (2020), entitled "Leadership Management of school principals in fostering teacher professionalism." This research aims to describe the management, obstacles, and solutions to principal leadership in fostering teacher professionalism at Betung 12 State Elementary School. This research uses descriptive qualitative methods. The results of the research show that (1) the principal's leadership management in fostering the professionalism of teachers at SD Negeri 12 Betung is good, this can be seen from the perspective of planning, organizing, implementing, evaluating, and following up; (2) the obstacles faced are lack of information, relying only on certain teachers, financial limitations and lack of knowledge in developing teacher professionalism; (3) The solution to the obstacles faced is to carry out coaching, supervision, giving assignments and carrying out development activities.

Biora et al. (2021) conducted a study titled "The Influence of Teacher Professional Competency and Work Discipline on Teacher Performance in State Elementary Schools." The purpose of this study is to ascertain and examine three factors related to teacher performance: (1) the impact of professional competence; (2) the impact of work discipline; and (3) the combined effect of both work discipline and professional competence. According to the study's findings, professional competence and teacher performance are significantly influenced by two factors: (1) work discipline has a significant impact on teacher performance, and (2) professional competence and work discipline have a simultaneous significant impact on teacher performance. Puspitasari et al. (2021) did a study named "The Influence of Principal Management and Teacher Professionalism on Teacher Performance." His study establishes the relationship between teacher professionalism and principal management and how

well teachers function. This study employs correlational research methodology and quantitative methodologies. The study's findings indicate that: (1) teacher performance is influenced by the principal's management; (2) teacher professionalism has no bearing on performance; and (3) there is no relationship between teacher professionalism and school management.

In Sianturi et al. (2020) did a study titled "School Principal Strategies in Developing Teacher Professionalism Competencies." The purpose of this study is to ascertain how the principal, namely through the in-service training program, is fostering teacher competency in performing their tasks. The findings of this study suggest that the principal uses teacher assignments to participate in education and training provided by other educational institutions as well as by the school itself as a means of fostering professional competence. Research by Sakti (2020) entitled "Efforts to Improve Professional Teachers in Facing Education in the Era of Globalization" The type of research used is qualitative research. The government also makes efforts to increase professional teachers through activities such as seminars, training, and teacher certification programs. The government's efforts to improve professional teachers are carried out by providing a Teacher Competency Examination.

#### **D. Conclusion**

Based on the data that has been obtained and carried out in-depth analysis, the researcher can conclude that the principal's management in increasing the professionalism of teachers at SMA Negeri 3 Banyuasin III, Banyuasin Regency, has been run by the management stages consisting of planning, organizing, implementing, and supervising. The principal always guides teachers by providing opportunities for teachers to carry out self-development to increase professionalism in improving the quality of learning, apart from that the principal also always provides support for every activity carried out by teachers, especially matters related to progress and improving the quality of the school. Constraints on Principal Management in Increasing Teacher Professionalism at SMA Negeri 3 Banyuasin III

- 1) Incompatibility of scientific background with the field being taught;
- 2) Teachers' low interest in developing themselves;
- 3) Lack of understanding of the content of the established curriculum;
- 4) The use of technology in learning is still low;
- 5) Low awareness of individual teachers in carrying out their duties and responsibilities at school due to other activities.

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