

Principal's Leadership in Developing Teacher's Professionalism

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Abstract: The role of the school as a place to educate and develop students' potential must have leaders who can analyze school needs and solve problems that arise. The poor quality of teachers is a problem that cannot be separated from the role of the principal in the world of education. The writer finds that many educators are not professional in learning mastery. The purpose of this study was to determine the principal's leadership in fostering teacher professionalism at SD Negeri 17 Banyuasin 1 and its supporting and inhibiting factors. This study uses a qualitative method, namely descriptive analysis. Data collection techniques used are interviews and observation. The results show the principal's ability to lead, inspire, motivate, supervise, guide, find, and give orders to his staff members. The obstacles can be in the form of facilities and infrastructure in supporting learning, as well as the lack of attention from parents.

Keywords: Leadership, Principal, Professionalism

A. Introduction

In order to maximize the role of the school as a place to educate and develop students' potential, the school as an organization must have leaders who will synergize various existing programs, analyze school needs, to solve problems that arise so that all existing activities become more planned, organized, implemented, and controlled (Crum et al, 2010). The leader is called the principal. The level of leadership of any group or organization is one of the key elements that will determine how successful that group or organization will be. The role of the principal as an educational leader must be expanded to increase the overall level of teaching effectiveness in order to increase teaching productivity (Faqihudin, 1970).

The poor quality of teachers is a problem that cannot be separated from the role of the principal in education as a motivator, mentor and role model. According to Nugrawati (2010), teacher's professional development is an effort that helps, encourages, and offers opportunities for personnel to develop their professionalism. This makes it easier for staff members to fulfill their main tasks, including improving the teaching and learning process and the quality of teaching and learning outcomes.

We found many shortcomings regarding this topic based on initial observations we made on (10 June 2022) at SD Negeri 17, Mariana District, Banyuasin Regency 1. We found many educators in this situation who were not professional both in the method they carried out their obligations and in their eyes the lessons they teach. The educator neglects to carry out the tasks that must be carried out in a proper manner because he puts his own interests above the interests of the students assigned to him. According to Rusyan (2016), when a student actively participates in the learning process, the teacher must show professionalism.

A novel aspect of this research is that researchers will look at how school administrators influence teacher professional development, as well as programs for that purpose and potential measures to support teacher professionalism. In the context of education, this will show how important it is for teachers to continue their professional growth.

B. Methods

This study was conducted at SD Negeri 17 in Banyuasin I, Banyuasin Regency. This study uses a qualitative method called descriptive analysis (Moser and Korstjens, 2018; Seixas et al., 2018). Sampling methods are used in documented studies, interviews, and observations. The data sources for this research are written sources such as archives issued by the school and people involved with the principal's leadership in fostering teacher professionalism at SD Negeri 17 Banyuasin 1, Jl. Agreed No. 658 RT.11 RW.02, Mariana Ilir Village, Banyuasin District 1, South Sumatra Province. In this study, two types of data were used, namely primary data and secondary data. Preparation of secondary data in the form of written works and photographs relating to educational activities, while preparation of primary data in the form of oral discourse and human behavior.

We rely more on interviews to obtain data. We used documentation study techniques or what is known as real evidence to complement the interview data (Bowen, 2009; Rubin and Rubin, 2011). We then use observation techniques to obtain extensive data. We used participatory observation, in-depth interviews, and recording of data sources as a substitute for triangulation. Activities in analyzing data, namely data reduction, data display, and conclusion. The analysis steps are shown in the drawing/verification image (Sugiyono, 2018).

C. Results and Discussion

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The Principal as an Educator, this obligation includes supervising instructors when they create and implement their lesson plans, assess student learning outcomes, and

implement plans that have been prepared. The principal as manager (Bockman, 1971), the principal is specifically charged with the task of establishing and promoting high academic standards; deciding and driving school goals; determine and encourage students' expectations of their ability to succeed; maintaining a balanced teaching load; and requires knowledge of the curriculum and its delivery is weighty. The principal as administrator, the principal is responsible for the smooth running of pedagogic and teaching procedures in the school. The principal as a supervisor, is tasked with providing support and assistance services to teachers in order to advance their professional development. Supervisors, in their role as supervisors, are able to supervise teachers and provide them with opportunities to develop, with the ultimate goal of increasing students' abilities to achieve their learning goals. Principals as leaders, are able to provide guidance and supervision in improving teacher professionalism. The principal as an innovator must have an inner closeness with his subordinates because as a maker of new innovations the principal must be close to his subordinates so that all innovations can materialize. The principal as a motivator, must be continuously encouraged and given training to all employees and teachers.

The conclusion of the study shows that the leadership of Mrs. N as the Principal of SD Negeri 17 Banyuasin 1 has good performance and is considered very democratic. Paying attention to the hopes and aspirations of members of the organization towards achieving the goals of the institution is the first step in consolidation into the organization forming a cooperation agreement by allocating work assignments within the institution in accordance with their respective obligations. By providing instructions and directions, as well as explaining the description and objectives of each task, there is no room for individual misunderstandings in carrying out their duties. The principal has considerable influence over how instructors carry out their duties in their capacity as heads of official educational institutions, such as SD Negeri 17 Banyuasin 1.

The principal of SD Negeri 17 Banyuasin 1 is also a very strong leader, and this school accepts many students. Even among newly established schools, SD Negeri 17 Banyuasin 1 received the highest grade of A. The school principal has considerable influence over how instructors carry out their duties in their capacity as head of an official educational institution, such as SD Negeri 17 Banyuasin 1.

Factors Inhibiting the Principal in Developing Teacher's Professionalism at SD Negeri 17 Banyuasin 1

The problem of inadequate facilities and infrastructure, as previously stated by the school principal, is one of the things that hinders the principal's efforts to encourage professional growth among teachers.

Damaged or inadequate facilities and infrastructure are one of the obstacles to building teacher professionalism. As a result, the teacher's work is hampered which ultimately prevents the teacher from acting professionally while working. The school principal is tasked with finding solutions to these problems so that educational efforts are not hampered by facilities that are not fully functioning. In addition, for SD Negeri 17 Banyuasin 1 the inhibiting factor is the absence of parental guidance and supervision of students, causing setbacks and hindering children's ability to learn what is taught by the teacher. This aspect has been recognized as one that hinders schools. As a result, the process of forming teacher professional standards is hampered.

Parents must adopt a mindset that involves paying attention to all the activities of their children as they engage in routines involving learning if they want to guarantee that a child can follow the learning process effectively and even achieve the highest level of academic success. For children to succeed academically, it is the parents' job to instill a love of learning and a sense of responsibility.

Lack of Mastery of Material and Reference, this is a serious matter that deserves attention by educational institutions, especially with the development of teacher professionalism at SD Negeri 17 Banyuasin 1. Not mastering a teacher of material and references is a near fatal thing because it will interfere with learning activity teaching in schools. Due to the teacher's lack of mastery of the material and references, the atmosphere for teaching and learning activities is not conducive and effective so that it can show the teacher's unprofessional attitude.

The principal's obstacle in fostering teacher professionalism is that it comes from the teacher himself, namely, first, there is the teacher's lack of discipline in terms of coming to school. At SD Negeri 17 Banyuasin 1 there are several teachers who are less effective at utilizing learning time which has an impact on teacher professionalism when carrying out learning activities for students whose learning progress is very dependent on the success of a teacher managing learning in the classroom, to manage learning it takes effective time and careful preparation so that when conveying learning the teacher can carry out the learning process to the fullest.

The Principal's Solution to Overcoming Obstacles in Developing Teacher Professionalism at SD Negeri 17 Banyuasin 1

The principal's approach to removing barriers to improving teacher professionalism is to continue to be involved in peer tutoring activities, provide hands-on guidance, encourage discussion and deliberation, and respond with confidence. This makes it possible to remove obstacles gradually. Direct coaching, deliberations/discussions and the formation of teamwork, giving trust and peer tutoring and giving full responsibility trust is one of the efforts to overcome the obstacles and problems that

exist in Banyuasin 17 Public Elementary School 1 there are several teachers who are not fluent in using ICT, lack of references and materials as well as the presence of teachers who lack effective use of time greatly affect learning.

The solution to overcoming the obstacles to the principal's leadership strategy in increasing the professionalism of SD Negeri 17 Banyuasin 1 teachers can be implemented properly, the obstacles that occur are overcome by conducting direct coaching, deliberations/discussions, peer tutoring, giving trust with full responsibility and forming teamwork and collaboration carried out by the principal, deputy principal, teacher, school committee, as well as all staff and employees of SD Negeri 17 Banyuasin 1 so that the desired goal of increasing teacher professionalism can be achieved.

Peer tutoring is the provision of assistance by someone who has a high absorption power to friends who do not understand (Klavina and Block, 2008). This peer tutor is programmed by the school principal at SD Negeri 17 Banyuasin 1 to help teachers who are not yet fluent in using ICT, guided by teachers who can use ICT well, this peer tutoring activity is carried out continuously every day, even at any time by sharing information via WhatsApp group.

Continuous direct guidance carried out by the principal by inviting teachers to continue studying, discussing and deliberating in routine teacher meetings (Robbins, 1991), in teacher meetings discussing problems of lack of mastery of material or references to learning activities faced by teachers in an effort to increase professionalism and practice to improve processes learning of students through team work activities. The principal's leadership strategy carried out by the principal in overcoming the obstacle of a lack of teachers mastering material or references has gradually and gradually been carried out by carrying out daily habits in preparing learning material from scratch and discussing and practicing it in peer-teaching activities where team work starts from low class to high class namely class I A, I B, I C, Team work 1, class II A, II B, II C, Team work 2, III A, III B, III C, Team work 3, class IV A, IV B, IV C, Team work 4, Class VA, VB, VC, Team work 5, Class VI A, VI B, VI C, Team work 6. Collaboration 6 Teamwork is carried out by working together between their own groups that have been formed.

This activity is highly supported by the teachers of SD Negeri 17 Banyuasin 1 because it can reduce the individual workload of each teacher. This strategy has been implemented and can help overcome the problem that some teachers who do not understand learning materials can share the workload with teachers who already understand how to make learning materials effective.

The principal is able to master it through the application of discipline which is carried out directly during direct guidance or carried out in meetings in the hope that some teachers who are less disciplined can apply the rules that have been mutually agreed

upon to serve as an example to students so they do not violate existing rules and are self-aware.

D. Conclusion

Principal leadership in fostering teacher professionalism tends to apply the principal's leadership role function. The principal's ability to lead, inspire, motivate, supervise, guide, find, and instruct his staff members is testament to this. In addition, by giving his subordinates the opportunity to voice their opinions, suggestions and criticisms, the principal always opens lines of communication with them. The work of competent educators shows that the principal's efforts to increase professionalism among teachers have been successful. One strategy used to increase teacher knowledge and provide opportunities for teachers to develop their abilities is training which is usually led by the school principal accompanied by peer tutoring programs, monitoring, teamwork, and other types of assistance.

The main obstacle for teachers at SD Negeri 17 Banyuasin 1 in developing the first professional standard was the problem of facilities and infrastructure, especially with how well it supports learning activities. The following refers to the inhibiting elements in terms of students who do not receive parental attention. As a result, students have difficulty following lessons in class, which makes it difficult for teachers to improve student academic achievement.

Factors supporting the leadership of the principal in fostering teacher professionalism are teachers who still have the enthusiasm to always grow to be better, especially in terms of increasing professionalism. The principal who always provides the widest opportunity for teachers to attend training and others to innovate. Principals who continue to improve in terms of infrastructure to support teaching and learning activities so that they become better. Guardians who synergize with homeroom teachers and support and pay attention to their children in terms of learning at school and at home. The solution taken by the head of SD Negeri 17 Banyuasin 1 in overcoming obstacles to increasing teacher professionalism is to continuously make efforts to overcome existing obstacles by holding peer tutoring between teachers in overcoming obstacles for how many teachers are not fluent in using ICT. For teachers who do not master the material or references, team work is formed and they do not make effective use of time to overcome by giving trust and advice, so that the teacher can prepare learning material before learning activities take place in class. So that the obstacles that can be overcome by professionalism of teachers at SD Negeri 17 Banyuasin 1 increase and educational goals can be achieved in accordance with the planned program.

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