Principal Leadership in Improving Teacher Professionalism in Terms of: Leadership Models and Strategies

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ABSTRACT

Principal leadership has a major role in increasing teacher professionalism. This study aims to describe qualitatively the principal's leadership in improving teacher professionalism in terms of leadership models and strategies. This study used the systematic literature review method to answer the research variable question, namely how school principal leadership improves teacher professionalism in terms of leadership models and strategies. Researchers limit the year of publication of the references used from the last 6 years. The stages carried out in the study of this research literature were; 1) formulating research questions; 2) conducting a literature search; 3) screening research articles; 4) performing analysis and synthesis on qualitative findings; 5) performing quality control; and 6) prepare a final report. Based on the literature review conducted, it was found that teacher professionalism can be increased through the use of a democratic leadership model and the strategies used are a) involving teachers in MGMP/KKG activities; b) carrying out academic supervision activities for teachers; and c) providing education and training required by teachers.

Keywords: Principal Leadership, Teacher Professionalism

INTRODUCTION

Education is the most important aspect of the progress of a nation. Education can be said to be of high quality if all learning activities can ensure students get a learning experience that is competent and has character. Through education, it is hoped that it can create students who are intelligent and superior in various aspects of intellectual, spiritual, social, emotional, and able to fill life productively which can be beneficial for themselves and society. This is the current mission of Indonesian education, namely, the creation of a Pancasila student profile. (Nursalam & Suardi, 2022)said that the profile of Pancasila students has a role to direct and become a reference for teachers in building the character and competence of their students. The six dimensions in the Pancasila student profile consist of; faith, independence, mutual cooperation, global diversity, critical reasoning, and creativity.

This is a big responsibility for every educational institution, one of which is a school, every component of education in schools needs to be managed optimally starting from the management of facilities and infrastructure, curriculum, finance, students, educators and education staff, special school services, and public relations. The management of all components of education in schools is expected to produce quality graduates as well. One component that plays an important role in the implementation of quality education is school personnel, namely, teachers (Zulaikah, 2020) argues that teachers are people who have direct contact with students, so that teachers have the opportunity to educate their students to become young people who are moral, educated and love Indonesian culture. In this case, the professionalism of a teacher is required to carry out his role as an educator

and teacher optimally. Hasanah (2022) in his journal stated that a professional teacher is a teacher who has the awareness that he is an individual who is called to help his students learn. The existence of this awareness in a teacher makes teachers work not only to get incentives, but professional teachers are those who carry out their professional duties with full responsibility and do it wholeheartedly. Edgar & Philip (Octavia, 2020) revealed that professional teachers have the following characteristics: 1) carry out the main task full time; 2) have a strong motivation in carrying out their field; 3) make a career for life; 4) study formally in a limited time. long time; 5) having specific knowledge; 6) trying to deepen and expand knowledge in their field; 7) reasons for working for the benefit of students (serving); and 8) working selflessly. From these characteristics, we can understand that professional teachers are individuals who are educated, trained, and have experience in their field so that they can carry out their duties and responsibilities to the fullest. So important is the professionalism of a teacher (Rahm, 2018) Professional competence is mastery of learning material broadly and in-depth by mastering the material contained in the subject curriculum, and mastery of the scientific structure and methodology. But in fact, based on the Ministry of Education and Culture's 2021 performance report regarding the achievement of the percentage of teachers and professional education staff of 48.21% or 1,451,556 people out of a total of 3,010,856 teachers and school principals. Meanwhile, the targeted percentage is 48.33%. This proves that the results obtained have not reached the expected target. In addition, there are still many teachers who teach subjects outside their field. So that the subject matter is taught to students, not the field they master.

This needs to be a concern in every educational institution, namely, trying hard to improve teacher professionalism. Apart from the person of a teacher himself who seeks to make himself a professional, the role of a school leader also determines the high or low level of teacher professionalism in the institution he leads. Many studies have proven that the principal's leadership influences teacher professionalism (Herry et al., 2020; Tambunan et al., 2021). If the principal's leadership is good, the professionalism of the teachers he leads will also increase. The principle is one of the components of education that has the most role in improving the quality of education. Pianda (2018) defines the principal's leadership as an effort or method carried out by the principal to control, lead, and influence school members, especially teachers to achieve goals that have been set.

As a school leader, of course, the principal has big duties and responsibilities. Ministry of National Education (Djafri, 2016) explained that the principal as a good top leader has a role consisting of educator, manager, administrator, supervisor, leader, innovator, and motivator. In carrying out his leadership, a school principal can apply his leadership style effectively. Rahm (2018) Put forward an effective leadership style is a style that can influence, encourage, direct and move the people they lead according to the circumstances and conditions so that they can carry out work with enthusiasm so that organizational goals can be achieved. The principal's leadership factor is one of the determinants of increasing teacher professionalism. This is an attraction for the author to discuss more deeply the leadership of school principals in improving teacher professionalism through this article. This aims to answer how school principal leadership can improve teacher professionalism in terms of leadership models and strategies.

METHODS

This research is a study using a systematic literature review method. (van Dinter et al,

2021) explained that the Systematic Literature Review (SLR) method is a method that is carried out by identifying, reviewing and evaluating, and interpreting all available research. Using this method can help researchers understand the concepts, issues, and phenomena studied. (Walean & Koyongian, 2022) suggests that the systematic literature review method for each similar variable and hypotheses that have been used by previous researchers can be used as a researcher to find out the information. The stages carried out in the systematic literature review method are, 1) formulating research questions; 2) conducting a literature search; 3) screening and selecting research articles; 4) analyzing and synthesizing qualitative findings; 5) performing quality control; and 6) prepare the final report (Rawung et al., 2021). Based on the steps above, the researcher searched for journal articles with the keywords leadership in increasing teacher professionalism. The journal used in this study is the result of previous journal research within the last 6 years obtained from various sites. The selected articles are articles that have similar research to the topics discussed in this study and then analyzed and summarized. The results of the research then the researchers make a complete discussion.

RESULTS

Based on the results of a study of various articles on the leadership of school principals in improving teacher professionalism, it was found that the leadership of school principals affected teacher professionalism (Evicasari, 2021; Haudi et al., 2022). If the principal's leadership is good, then teacher professionalism will also increase. In addition, in discussing the results of several studies on school principal leadership in increasing professionalism, it can be done by applying leadership models and principal leadership strategies.

Principal Leadership Model in Improving Teacher Professionalism
Being a leader in an organization, a school principal can apply various leadership models that can influence organizational members to carry out their duties and responsibilities so that organizational goals can be achieved. Based on the results of research from various journals, the principal's efforts to improve teacher professionalism are by applying a democratic leadership model (Soim et al., 2020; Yani et al., 2021). In the research journals conducted, several attitudes that can be applied to the democratic leadership model are as follows; 1) the principal treats teachers as family members who need to be allowed to improve their professionalism at work; 2) the principal is willing to accept suggestions and criticism from teachers; 3) always communicates policies and problems with teachers; 4) gives confidence to the teacher; 5) willing to listen to ideas and facilities from the teacher; 6) building a work team as a family; 7) dividing the workload fairly; 8) setting a good example for teachers; 9) being open and a place for consultation in making decisions related to increasing teacher professionalism through meetings or deliberations. (Nasir et al., 2021) his research revealed that the characteristics of democratic leadership namely; 1) organizing the school's vision and mission clearly; 2) having leadership values that form the basis for thinking and acting which consist of, being disciplined, responsible, democratic, innovating, honest and open, and 3) having social relationships good with the school community.

The democratic leadership model will make teachers feel comfortable and valued at work, so they will try to always improve their professionalism. Hasan (2018) in his research suggested that the high democratic leadership of school principals would also

affect the increase in teacher work motivation. the thing that we need to understand is that if the teacher's work motivation is high, then the teacher will try to improve his professionalism at work. The opposite was stated in his research that low teacher work motivation resulted in not having a significant effect on increasing teacher professionalism. Therefore, as a leader, you need to pay attention to your leadership model in leading a school institution, because if the principal is wrong in using the leadership model, it can hinder teachers from improving and developing their professionalism at work.

Principal Leadership Strategy in Improving Teacher Professionalism

The achievement of each of the educational goals held is the responsibility of all education providers, one of which is the school principal, who has a very big role in managing all available resources so that educational goals can be achieved. Principals with various competencies they have are expected to be able to assist teachers in increasing their professionalism in carrying out their duties and responsibilities as educators. So that to develop and increase teacher professionalism, of course, the principal needs to use effective strategies. from several studies it was stated that the principal's leadership strategy for increasing professionalism was to involve teachers in MGMP/KKG activities (Amaliah, 2020; Kurniadin & Maryani, 2022; Santosa, 2022; Wicoksono et al., 2022). MGMP/KKG activities are activities that are a place where subject teachers of the same type gather to discuss, and examine learning problems related to the subjects being taught and strive to solve problems together. The findings were also strengthened by the opinion expressed by (Anwar, 2018) that the MGMP/KKG functions as a forum for discussion, sharing experiences between teachers, and consulting to improve skills in carrying out their functions as an educator/teachers. Therefore, the principal's leadership needs to provide opportunities for teachers to take part in MGMP/KKG activities so that it is hoped that through this activity, it will become a forum for teachers to be able to improve and develop their professionalism in working as an educator.

The second strategy carried out by the principal in increasing teacher professionalism is to carry out academic supervision of teachers (Riyany et al., 2021; Santosa, 2022; Wicoksono et al., 2022). This finding is corroborated by the opinion (Faozan, 2022) in his book suggests that academic supervision is a series of activities carried out to assist teachers in developing the professional abilities of teachers to improve the quality of learning. In academic supervision, the principal carries out several activities starting from planning, organizing, implementing, evaluating, and following up on the results of supervision (Amaliyah, 2020). Implementation of supervision can be done with several techniques proposed by Santosa (2022) that supervision can be done with class observations, class visits, and individual meetings. Lorensius & Warman (2022) in their journal reveal that class visits are intended so that the principal or supervisor knows whether the teacher is carrying out learning by the learning tools that have been made before and sees firsthand how the teacher's ability to teach a class. After that, the principal will discuss the results of the visit with the relevant teacher. Implementation of academic supervision is based on problems that may be faced by teachers in terms of making learning tools, implementing learning, class management, and teacher discipline in teaching.

The third strategy that can be carried out by the principal in increasing teacher professionalism is to provide education and training for teachers (Amaliyah, 2020). These findings are corroborated by the opinion expressed (Rahm, 2018) that education and training are efforts made by schools to increase the professionalism of their teacher resources through scientific meetings, seminars, workshops, and upgrading. Rusdin (2017) in his research explained that the training carried out can make a very significant

contribution to teachers in supporting the smooth implementation of their professional duties. Deep dan (Faozan, 2022) said that education and training are activities that are organized in a variety of ways that aim to improve the competencies, skills, attitudes, and understanding needed by teachers now and in the future. Therefore, it is hoped that school principals will continue to work on developing teacher competencies by involving teachers in activities that can broaden their horizons and improve their competence in teaching. This is also a place for teachers to always upgrade their abilities and skills so that they become professional teachers in organizing learning for their students.

CONCLUSIONS

Principal leadership has a major role in increasing teacher professionalism. based on the results of the analysis of the literature study, in this study, it can be concluded that several efforts can be made by school principals in increasing teacher professionalism, namely, by implementing a democratic leadership model, and by implementing several strategies, namely; 1) involving teachers in MGMP/KKG activities; 2) carrying out academic supervision for teachers; and 3) providing education and training for teachers according to the need to increase their competence as educators.

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