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Leadership of School Principals to Improving Teacher Professionalism at Muhammadiyah School

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ABSTRACT

The principal's leadership increases teachers' work motivation and improves education quality. The study examined the principal's leadership in improving teacher professionalism at SD Nitikan Muhammadiyah Yogyakarta. This qualitative descriptive research uses interviews, observation, and documentation. This study involved the principal and 25 teachers as informants. The principal's strategy to improve the quality and professionalism of teachers is to motivate, encourage, and organize training on IT development, reward, and punishment. Principals must also meet content, process, graduation capacity, facilities and infrastructure, management, funding, teacher and staff, and teacher education standards. Supporting factors provide teachers with equal opportunities to develop their pedagogical and professional skills through teaching and training activities based on knowledge and adapted to needs and budgets. Lack of internal motivation from teaching priorities is a barrier. This research contributes to the development of Islamic education by analyzing principals' efforts to increase teachers' professional capacity in Islamic schools.

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Introduction

Getting a good education requires educational institutions that can train students to reach their maximum potential. Educational institutions are basic institutions in the administrative structure of education or the education system. By law, educational institutions have the function of providing knowledge and intellectual development of thought. The role of educational institutions is to provide teaching and education, improve behavior and become media, social or social behavior. Educational institutions must have leadership as one of the factors that help educational institutions have quality (Suci Dina Safitri Hsb & Rifa'I, 2022).

Achieving quality education requires strategic management of school principals and human resources. Teachers are one of the most influential elements in educational institutions. Teachers are always at the forefront of creating quality education. Teachers interact directly with students

in the classroom during the teaching and learning process. The hands of the teacher will produce quality students, mature in academics, skills, emotions, and morals, spirituality. This will create the next generation that is ready to face the challenges of the times (Kiki Nawaki, 2022).

Teacher professionalism is considered a variable that affects the quality of the learning process and the quality of education carried out so it has an impact on the quality of graduates. In other words, teacher professionalism also has an ⁶ impact on the quality of school education, which in the long run will contribute to the quality of education (Kwartarani, 2022), (Brown et al., 2016). Improving the quality of education must be combined with management driven by government policies and the desire of the community to advance and improve quality with high creativity, innovation, and good strategies that cover the entire context of an optimal system for all elements of school management. Only in this way can achieve the goal of education in the intellectual life of the nation.

The education sector needs to be managed effectively and the quality of education needs to be improved towards a better fit for leadership roles in schools. Schools are organizations that change students' learning contexts with teachers as facilitators in the classroom. As educators, it is necessary to study the efforts of school leaders in teacher development as a means of improving teacher quality and advancing teachers to become effective teachers (Hastuti et al., 2020).

The success of a school in achieving its goals cannot be separated from good and sustainable cooperation between all staff in the school environment. Starting from the principal, teachers or teaching staff, administrative staff, security guards, and other actors who are directly or indirectly involved in the implementation of the education process in schools. Individual achievement in the school environment is strongly influenced by the ability and motivation of the individual in working to achieve school goals that are in line with the vision and mission (Silvi Novita, Elfiswandi, 2022).

It is hoped that someone who can lead or who will become a principal has several ⁸ competencies by the regulation of the Minister of National Education Number 13 of 2007 concerning Standards for Principals/Madrasahs stipulating that every school/madrasah must have 5 (five) basic competencies; namely personality, management competence, supervision, social and entrepreneurship (Nasional, 2007). The ability of a principal to coordinate, direct, motivate and empower teachers will affect the quality of teachers ⁴ in carrying out their duties. Therefore, to improve teacher performance, school principals must implement appropriate leadership behaviors. A principal will have the expected leadership behavior if he can become a responsible educational leader who produces scientifically and ethically effective people who can create a conducive learning environment and can improve teacher performance. Principal professionalism means a form of commitment from organizational team members, whose

expertise is recognized, to continue to improve and develop skills to improve their expertise in managing and directing all available resources in the school, willing to work together to achieve common goals (Sukma Nurilawati Botutihe, Novianty Djafri, 2020).

Based on initial observations at SD Muhammadiyah Nitikan Yogyakarta, it was very effective and enthusiastic in increasing teacher work motivation, as seen from the great attention of the principal and the principal's appreciation for teachers, causing strong teacher work motivation in carrying out their responsibilities, so that it had an impact on the smoothness of learning activities. teaching teachers in school activities. Therefore, more intensive efforts are needed, so that schools can achieve their main goals, it is necessary to develop the leadership behavior of principals by increasing teacher work motivation.

Therefore, the presence of the principal is very important, being a driving force for human resources, especially teachers and school staff. The principal's job is to organize and mobilize teachers and school staff with diverse attitudes, behaviors, and backgrounds. To be able to have teachers with strong work motivation in carrying out their duties, a leader is needed who can change and direct the behavior of subordinates in a better direction to achieve organizational goals optimally.

Method

This type of research uses case studies, namely research that looks at contemporary phenomena holistically and comprehensively in real-world conditions, using various data sources. Using different data sources, to ensure the validity (reputation) and reliability (consistency) of the research. Case studies are more appropriate for to use of a qualitative research approach. Using theory as a research reference, to determine direction, context, and location.

The approach applied is a descriptive qualitative research approach (Hikmawati, 2020), (Sigit Hermawan, 2016), the researcher is called an instrument, which is the main tool of the researcher, namely researchers who make direct observations by collecting data through interviews, observations, recording devices or camera. The role of this research is as a full participant and the existence of the researcher is known by the informants. Meanwhile, the presence of researchers is very important at the time of research so that they can see directly the phenomena that occur during the research process (Abdussamad, 2021). Therefore, researchers must be directly involved in every stage of research activities and must be directly involved in the chosen research context. Data sources come from primary and secondary. The primary data are principals and teachers, totaling 36 people. To obtain field data to describe and answer the problems summarized in the development of this research, the methods used in this research are: interviews, observations, and documentation.

First, Interview. In this study, the researcher used the interview method using general interview guidelines, where the researcher prepared several questions before meeting with the informant so that what he wanted to know could be more focused. Therefore, the interviews that will be conducted by researchers are free and open interviews. So that the informants do not feel stiff and awkward during the interview. Furthermore, researchers who conduct interviews will be more oriented toward discussion and exchange. So, when collecting data from interviews, the researcher took notes and recorded them using a cell phone recorder. Interviews will be conducted not only with the principal but also with 25 teachers using a purposive sampling technique (Hardani et al., 2020).

Second, Observation. Observation is a way of collecting data by observing or direct and thorough examination of the search site to reveal the conditions that occur or to show the truth of the ongoing search scheme (Paramita, 2015). Thus, in this observation, general observations will be made to obtain general information about the state of the object of research, then the researcher will make directed observations to obtain more detailed information about the problem under study, and finally, the researchers will conduct targeted observations and select observations. To choose the one that has the most factors, the selected item mainly attracts the attention of the researcher.

Third, Documentation. Documentation studies are records of events that have occurred. The document can be in the form of writing, pictures, or someone's monumental work. Additional literature study for the use of observation and interview methods in qualitative research. This documentation method is a supporting data collection method because it can be taken from historical data and other data that support this research. The data analysis includes three concurrent operations, namely: Defined as data reduction, data presentation, and the process of concluding. The next stages of this research include the thinking stage, planning stage, field entry stage, data collection stage, drawing stage, and the stage of writing research results (Rusmini, 2017).

Results and Discussion

Several things have been done by school principals in improving teacher professionalism through encouragement, guidance and individual direction in correcting and overcoming known deficiencies through the results of the assessment and supervision carried out by the principal based on their managerial competence. Based on the results of interviews that have been carried out in improving teacher professionalism, they are:

The results of the interview with the principal of the "SS" school explained that:

“As the principal of my school, I am required to always motivate every school member, which of course requires me to have high motivation to excel. Since achievement motivation is a driving force to succeed and achieve excellence in work, improve problem-solving skills, and strive for innovation, achievement motivation is certainly related to the level of individual self-sacrifice to achieve the desired goals. Because the higher the motivation of a person, the greater the goal. The strategy that I use to improve teacher professionalism so that it has an impact on the quality of education in this school is to encourage and organize regular seminars or training for teachers related to knowledge and understanding of the development of science and information technology as well as the application of reward and punishment management models. In addition, it also strives to meet content standards, process standards, graduation capacity standards, facilities and infrastructure standards, management standards, funding standards, teacher and staff standards, educator standards, and educational evaluation standards to realize quality education in this school. The supporting elements in making teachers professional so that they affect the quality of educational institutions and their students are providing equal opportunities for teachers to develop their teaching and professional abilities by participating in various educational and training activities, professional development, seminars, orientations, and others as well as other similar activities, of course, based on their knowledge and adapted to their needs. allocated budget. Meanwhile, the obstacle faced in improving and developing the professional capacity of teachers in schools is the lack of motivation to increase the professional capacity of teachers. Motivation to improve performance is low for priority reasons due to busy teaching times.”

This was reinforced by a teacher EK:

“The principal is very good, it can be seen that as a principal who makes policies, he has carried out his functions optimally and can lead schools wisely and purposefully and leads to achieving maximum school goals and improving the quality of education in his schools, which of course will have an impact on the quality of the school.” from incoming students to make students proud and ready to face a brilliant future. Therefore, the principal already has insight, management skills, leadership attitudes, and a deep understanding of his duties and functions as school principal. With this capacity, the principal will certainly be able to deliver and guide all components of his school towards school goals properly and effectively to make the school quality, while the supporting factor in increasing teacher professionalism to improve the quality of education is to provide equal opportunities in participating in various kinds of training and education. Of course, there are inhibiting factors that come from the teacher with a lack of

enthusiasm in participating in various forms of training and self-development for the sake of the pedagogic and professional competence of teachers”.

The management and development of human resources (HR) are certainly in improving the professionalism of teachers, as evidenced by the managerial competence of principals in improving teacher professionalism, this can be seen from the results of interviews as follows. The results of the interview with AR explained that:

“School principals are very proactive in improving the professionalism of teachers and education staff by always providing opportunities and information to all teachers and education personnel to attend training, seminars or webinars that will improve their pedagogic and professional competencies, of course, must be based on their respective expertise and adjusted to the budget. existing and MGMP activities and provide opportunities for teachers to continue their studies for the advancement of educational institutions, especially this school.”

This was reinforced by SU:

“Efforts to develop teacher professionalism have been carried out so far by always providing teacher training in a year, carrying out monitoring and evaluation of the academic performance of each teacher, and awarding outstanding teachers in the form of Umrah. In addition, the principal as an educator, namely the principal who has a high commitment, can encourage teachers to continue to improve their skills and can build a curriculum so that teaching and learning activities take place effectively and efficiently. In addition, the homeroom teacher as a manager, namely the homeroom teacher must be able to provide broad facilities and opportunities for teachers to carry out activities that support teacher careers by involving teachers in training, coaching, seminars, and MGMP.

This is to observations that have been made that school principals are very good at providing good examples, by supervising and motivating teachers with certain actions such as talking to students and teachers first and showing a friendly attitude towards school services. Therefore, the task of the principal is very important for the development and sustainability of the school. The problems faced in the teacher improvement process carried out by the principal are essentially not too much of a problem for the improvement program if handled properly. Of course, the principal needs to have mental readiness and the ability to solve existing problems, so that the implementation of the improvement program can run well.

Leadership can influence a group to achieve a vision or goal. Leadership is one of the key factors in achieving organizational goals, this happens because someone who holds a leadership position within the organization has an important role, not only for the organization itself but also in relationships with parties outside the organization (Suaidi, 2022). The roles are catalyst role,

coordinator role, problem solver role, resource liaison role, and communication role. Leadership style is one of the things that can make a company successful in achieving its goals (Silvi Novita, Elfiswandi, 2022).

A leader has a huge influence on how the education process goes. ⁴ As an educational leader, the principal has a very important role in directing, influencing, and inviting his subordinates to create quality schools which will ultimately affect student learning outcomes. This shows how important the principal is for educational institutions because the principal has a very important role or contribution in the development of educational institutions, even being the main key to school success.

The principal is the person in charge of managing and empowering the various potentials that exist in the community and parents to achieve the school's vision, mission, and goals (Shulhan, 2013). Leadership has functions, both as planning, forward-looking functions, loyalty development functions, supervisory functions, decision-making functions, and motivational functions (Sulasmi, 2020).

The role of leadership in schools is instructional leadership. This means that leadership is focused on building a better quality of learning. In the future, the role of leadership will become increasingly important as a prerequisite for improving the quality of student learning. A strong principal acts a dynamic leader who creates a proactive atmosphere tolerates ambiguity, has a sense of humour, and can improve analytical skills and lifelong practical attitudes (Dirjo Ardiansyah, Awalia Khairun Nisa, 2020).

⁵ The principal is one component of education that plays a major role in improving the quality of education, there is a close relationship between the quality of the principal and various aspects of school life such as school discipline, the school's cultural environment, and reducing student deviant behaviour. The principal is a teacher who handiest all available resources in the school to be used optimally to achieve common goals (Nurhikmawati, 2019).

Therefore, the principal is responsible for the management of micro education, which is directly related to the learning process in schools. Principal consists of two words, namely principal and school. The front can be understood as the head or president, while the school is a type of formal educational institution, where the teaching and learning process takes place or where the teacher interacts with students and students. In addition to appointing school principals, there are other names, namely school administrators (school administrators), school leaders, and school managers.

The principal in carrying out his leadership can be done through his role as a role model; problem solver (problem solver); student; driving factor; creating a favorable climate (Direktorat Pembinaan Tenaga Kependidikan Pendidikan Dasar dan Menengah, 2017). The operational steps

are presented: 1) The principal's actions are exemplary and direct teachers and students to be on time, complete activities according to schedule, and complete work on time exemplary; 2) The principal's actions are a careful calculation of risk to educate teachers and students about school entrepreneurship (model); 3) Key actions to jointly address school problems, use the information and learning resources, monitor resource use, and evaluate resource use; 4) The principal behaves like a learner; 5) Principals encourage CAR, to carry out their duties and functions properly, to improve their skills, and to solve the problems they face; 6) The principal communicates politely, openly, and respecting all school members. The principal establishes a fair, open, and consistent reward and punishment system.

Principal leadership must develop an educated workforce and create a motivating environment that leads to high production. When one person seeks to influence the behavior of another, use the principal's leadership as the standard of behavior. The principal must manage and develop his school through various activities such as management and leadership which are very dependent on his ability to fulfill his leadership role. The supervisory role of the principal is to supervise, promote, correct, and encourage all educational activities that take place in the school environment. The principal's role as a pedagogical leader is to integrate aspects of the school into its cultural context, which is a prerequisite for achieving effective schooling. The principal is the leader of the educational institution, who is responsible for planning, organizing, coordinating, supervising, and carrying out all school educational activities to achieve educational and pedagogical goals. Principals have seven roles: educator, manager, mentor, supervisor, leader, innovator, and motivator (Amin, 2022).

³ The principal's leadership role in improving the quality of learning (Saca et al., 2021) is: 1). As educators, principals guide teachers on how to provide effective and efficient learning materials, 2). as the main manager can optimize educational institutions, 3). as an administrator can compile the program, 4). as a supervisor can develop educational supervision programs, 5). as principal, condition of the school community, 6). as an innovator who can carry out reforms (changes for the better), 7). as motivation to be able to work/learn, 8). when principals and school boards work together creatively to explore sources of empowerment to increase teacher professionalism, especially wiabouteachers undergoing vocational training and teacher engagement seminars.

Teacher competence is something that must be considered by educators to realize a quality education process, namely an effective and conducive teaching and learning process by producing students who are knowledgeable, knowledgeable, and intelligent, with noble character (Saomi, 2021). Teacher professionalism is an absolute necessity that cannot be postponed, along with increasingly fierce competition in the era of globalization, according to its capacity, the teaching

profession must be maximized, where teaching is one of the most important tasks. requires skills and competencies (Yusutria, 2017, 2019).

The development of a teacher competency framework can be used for initial preparation, initiation, and professional development, as well as for teacher assessment and career advancement (Symeonidis, 2019). Teachers' professional knowledge in general, including declarative and procedural knowledge, is seen as a provision of skills related to teacher actions and, therefore, important for achieving quality teaching that ultimately results in quality student success (Christoph Kulgemeyer, 2020).

Quality is the context of action; its form can be the form of satisfaction. This goal can be seen from two sides, first from the producer side and second from the user side. Quality becomes a driving force because the measure of satisfaction will always change rapidly along with changes in time and changes that occur in society (Kiki Nawaki, 2022). Therefore, the concept of quality must be accompanied by constant and continuous efforts to improve quality. From the producer's point of view, it can be described as a result that matches or exceeds what is in the program plan. The program planning in question includes inputs, processes, and predetermined objectives or outputs. However, quality or satisfaction on the part of the producer is not necessarily the same as quality or satisfaction on the part of the customer. It is said to be of quality according to the customer if the program, activities, and results meet or exceed what is expected by the customer.

The success of the principal in improving the professionalism of teachers cannot be separated from the motivation given. So that this is the factor that underlies a person's motivation which can be generated independently or by various external pressures, both positively and negatively which can affect his performance. It depends on the situation and individual circumstances. When working without enthusiasm or motivation, the desire to achieve good results is shaken; on the other hand, when one works with passion or enthusiasm, the desire to get good results becomes real to many. The motivation, ability, and persistence of teachers as students in the context of university exchange reflect ideas about students' motivation, ability, and persistence (Amin, 2022).

Teachers, parents, students, communities, and principals all have a role to play in a successful school. According to Permendiknas No. 13 of 2007, principals must have five skills: personality, management, entrepreneurship, supervision, and social. Supervision is a must-have skill. The supervision needed by the director is the academic supervision of teachers in learning management. The most effective monitoring services are those provided by the principal, who plans, manages, implements, and evaluates services. This is in management's understanding of its role, which includes four functions: (planning), (setting) organizing, (action) implementation, and evaluation (Syarifah, 2022).

²
The role of teachers in efforts to improve the quality of education includes (Kiki Nawaki, 2022); 1) Have a role in increasing the capacity of staff in the needs and demands of the profession; 2) Participate in employee training and development efforts, including through education and training, as well as independently; 3) Play a role in the defence of employees' contribution to try to improve the quality of education; 4) Play a role in protecting the interests of personnel in the form of wages, health, and other social benefits.

Improving the quality of schools must be planned and implemented, in the aims and objectives to be implemented in the vision and mission, as well as the goals that have been set within a certain period "The principal has a very important role, in school, the principal must be dynamic, creative, innovative, dare to take risks, and be responsible. On an ongoing basis, it is necessary to conduct a school self-assessment, situation analysis, and analysis of strengths, weaknesses, opportunities, and threats (SWOT analysis) in managing conditions that exist in schools. School community in communication, compensation, evaluation, discipline, policy, personnel, selection, promotion, information, training, and career development. Thanks to his technical skills, he can explain how to do work with his partner." Must communicate effectively about work plans, implementation, and results (Umikalsum et al., 2021).

Conclusion

By regularly holding training for teachers related to knowledge and understanding of the development of information technology science and its application, this discussion concludes that the principal's strategy in improving the quality and professionalism of teachers has an effect on the quality of education. Management strategy based on rewards and sanctions. It also aspires to be up to par in terms of standards related to content, process, graduation competency, infrastructure, management, funding, faculty and staff, instruction, and education. Providing teachers with opportunities to participate in educational and training activities, professional development, seminars, orientations, and others is a key factor in making teachers professional, which in turn affects the quality of educational institutions and their students. as well as similar pursuits that make use of their expertise and are tailored to their requirements. designated spending plan. Lack of motivation to increase teachers' professional capacity is a major barrier to improving and developing teachers' professional capacity in schools. Teaching time constraints dampen the enthusiasm for enhancing students' academic performance.

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