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PRINCIPAL'S LEADERSHIP STRATEGY IN THE DEVELOPMENT OF TEACHER PROFESSIONALISM

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Abstract: This study aims to determine the implementation of the principal's strategy in developing teacher professionalism, teacher professionalism is needed to obtain good quality output. This research is motivated by the importance of education in supporting the future development of the nation and developing the potential of students in facing global competition. The method used in this research is a qualitative case study approach. Sources of data obtained from teachers, data collection through observation, interviews and documents. Data analysis used qualitative data analysis model of Miles and Huberman. The results of this study reveal that the principal's strategy in improving teacher professionalism is carried out through; (1) formulating school planning and development (2) improving teacher work discipline, both in terms of learning, administration, and behavior; (3) conducting regular academic supervision; and (4) collaborate with supervisors, committees, parents, and government agencies.

Keywords: principal leadership; academic supervision; teacher professionalism

leadership is the ability to influence a group or individual and direct it in achieving certain goals (Yuliandri & Kristiawan, 2017). All leadership activities have a very important influence as an effort to influence the feelings, thoughts and behavior of others towards the desired achievement (Aprilana, Kristiawan & Hafulyon, 2017). As in Anizah & Maretta's research (2017) on "effective leadership of principals in developing teacher professionalism" emphasizes that to develop teacher professionalism, school principals organize a portfolio assessment system in the context of teacher certification and preparation for obtaining educator certificates through Professional Diligence (PKP). in the form of Classroom Action Research (CAR). The expected results can develop professionalism in managing the teaching and learning process. Leadership in educational institutions is related to how principals are able to encourage the performance of teachers and show friendly, close, caring, and considerate nature towards teachers both in groups and individually (Kristiawan, Safitri & Lestari, 2017). For this reason, school principals are required to be able to design strategic steps that will be applied in managing their schools (Rosyadi & Pardjono, 2015). The preparation of these strategic steps is carried out by involving all existing elements, be it teachers, students, parents, committees and the community (Robinson, 2008: 432). If this has been done well then the development of the quality of education will be achieved.

However, the principal's leadership strategy effectively and efficiently is still minimal in its implementation, this is evidenced from a study conducted by Yulmawati (2016: 101) on "the principal's leadership strategy in improving the quality of education at SD Negeri 3 Sungayang" which confirms the findings that (1) the importance of planning by organizing strategic school programs in realizing the performance of professional teachers, (2) the importance of implementing the program by improving school discipline, increasing the value of the National Examination, holding extracurricular activities and collaborating with the community in building and developing productive organizations. This is different from the conditions that occur in SD Negeri Kepuh which is located in Bantul Regency. Based

on the results of observations, it was found that the component that most played a role in developing teacher professionalism was the principal. While teachers have a strategic role in shaping the knowledge, skills, and character of students, this can be seen from the effectiveness of the implementation of school programs, which are quite good. Teachers have varied competencies and are quite innovative in implementing their professional development strategies. This achievement is indicated by the high interest of the community to send their children to this elementary school. This elementary school continues to increase its students every year, besides that in terms of the process and the output is also quite good. One of the indicators is the achievement of the National Examination results for the elementary school level which is always increasing, even in the last 3 years at the sub-district level in the Bantul district, the elementary school's national exam scores obtained an average score of 86.22 for Language, 65.21 for Mathematics and 94.63 for Science. Not only academic achievements, the SD has also made many achievements in non-academic fields, both at the sub-district, district, and provincial levels. Academic achievement data in the achievement of the national exam as mentioned in table 1 below:

Table 1. Results of The National Examination Of Elementary School Students

| No | Year | Subjects | | |
|----|-----------|------------|-------------|-----------------|
| | | Indonesian | Mathematics | Natural Science |
| 1. | 2015/2016 | 81.38 | 58.91 | 90.47 |
| 2. | 2017/2018 | 86.50 | 65.84 | 92.35 |
| 3. | 2019/2020 | 90.78 | 70.90 | 94.63 |
| | Mean | 86.22 | 65.21 | 92.48 |

The data above shows an increase in achievement for 3 consecutive years, this achievement is certainly inseparable from the strategy carried out by the Principal as a leader in the school and the professional performance of teachers in fostering and educating students. Teachers as educators are professionals who are tasked with planning and implementing the learning process, assessing learning outcomes, conducting guidance and training as well as conducting research and community service (Sagala, 2012: 281). Teachers are required to develop and utilize their professional abilities, so that they can improve their performance in carrying out their duties and functionalities because future education requires good quality educator professional skills (Nurhayati, 2006: 64). As in Wahidin's (2009) research on "the importance of educational supervision as an effort to increase teacher professionalism" emphasizes that professionalism is an activity carried out by a person and becomes a source of income for life that requires special skills, skills or skills that meet the quality standards to be achieved.

Aspects of education and training are increasingly important and urgent in developing teacher professionalism so that they have functional managerial and technical abilities to influence the effectiveness of public services (Tobari, 2016: 3). Professional teachers are those who have professional abilities with various capacities as educators and are very meaningful for the formation of excellent schools (Makawimbang, 2011: 134). As in Messi, Anggita and Murniyati's research (2018) on "implementing school supervisors' academic supervision as an effort to increase teacher professionalism" confirms that professional teachers have at least teaching experience, intellectual capacity, morals, faith, piety, discipline, responsibility, educational insight. broad, managerial ability, skilled, creative, have professional openness in understanding the potential and characteristics. This is in line with the Law of the Republic of Indonesia No. 14 (2005) that teacher competencies as learning agents include: 1) pedagogic competence, 2) personality competence, 3) professional competence and 4) social competence. So that teacher professionalism is supported by effective principal leadership. When compared to previous studies which focused more on aspects of portfolio fulfillment (Anizah & Maretta, 2017; Diana, 2018; Shodiqin, 2011; Wening & Santosa, 2020), this research is more natural, trying to reveal the natural phenomena that exist in schools related to the efforts and role of school principals in empowering the professional potential of teachers. Therefore, based on the description above, the research aims to reveal how the principal's leadership strategy is in developing teacher professionalism.

METHOD

This research was conducted at a public elementary school (SD.N) Kepuh village, Yogyakarta Indonesia, in June-July 2021. Sources of data include school principals, teachers, supervisors, school committees and student guardians. The data is taken through interview techniques, while the supporting data is taken from the document archive, so the data obtained is quite reliable (Arikunto, 2010: 12). This qualitative research is aimed at understanding social phenomena from the participant's perspective. They were interviewed, asked to provide data, opinions, thoughts and perceptions (Sukmadinata & Syaodih, 2011). Through a case study approach, this research seeks to observe and reveal the facts in the field. Case study research as conveyed by Creswell (2007: 73) that "the investigator explores a bounded system (acase) or multiple bonded systems (cases) over time through detailed, indepth data collection involving multiple source information". Likewise, Hancock & Algozzine (2006) stated that a case study is an in-depth and thorough research, the results obtained are identified as essential, reviewed, reduced, and verified so that they can provide data based on natural conditions.

The data analysis technique used in this research is the qualitative data analysis model of Miles & Huberman (1992) as seen in picture 1, which is carried out interactively and takes place continuously at each stage of the research. The data analysis process begins with data collection. Furthermore, after the data is collected, the data is reduced. Data reduction is a process of selecting, focusing and simplifying and abstracting existing data. The data reduction process took place continuously throughout the study. After the data is sorted, then the data is presented in the form of sentences that are arranged logically and systematically referring to the formulation of the problem. The final stage is to draw conclusions or verify data. The conclusions are then re-verified in order to improve the accuracy of the data.

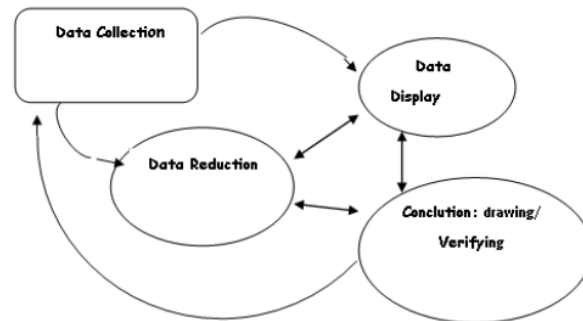


Figure 1. Miles & Huberman, SAGE Publication, 1984: 23

RESULTS AND DISCUSSION

Formally, teachers must have a certain degree of professionalism which is reflected in competence, proficiency, skills or skills that meet certain quality standards and ethical norms. Teachers who meet these professional criteria are able to carry out their main functions effectively and efficiently to realize the education and learning process in line with the goals of national education, namely developing the potential of students to become human beings who believe and are pious, have noble character, are healthy, knowledgeable, capable, creative, independent and become a democratic and responsible citizen (Syarwani, 2016).

Based on the results of observations and interviews with principals and teachers, it can be explained that the strategies used by school principals in developing teacher professionalism include;

Develop School Planning and Development

School development plans have been clearly formulated, both in the long, medium and short term. The long term is formulated through a strategic plan, which includes the vision, mission, objectives, policies, strategies, and programs for a period of 5-10 years. The medium term includes strategies and programs that will be realized in 3-5 years. The short term includes programs that are prepared and realized every academic year. Good planning certainly requires the involvement of all school

stakeholders, such as principals, teachers, students, supervisors, parents/school committees and the education board (Mulyasa, 2015: 62). However, in practice, schools often only involve the teacher council, while the committee seems to be only an ratification agency (Miller, 2002), as reminded by Mokoena (2011) that school principals should provide opportunities for stakeholders to play an active role in decision making at school. The data obtained by the researchers related to the development of teacher professionalism is included in school development activities in the form of school activity plans that are prepared at the beginning of the school year. The policy involves the teacher council and school committee (results of an interview with the principal on June 21, 2021).

Implementing the Strategy

Improving the work discipline of all school members, both students, educators and education staff, is one of the most important parts in influencing organizational and institutional change in achieving predetermined targets, in this case the principal has emphasized that without discipline, the planned program will be in vain. Therefore, the important thing that every member and employee in the organization must have is to hold fast to discipline and a strong commitment in facing all the challenges that exist in the work environment (results of an interview with the principal on June 21, 2021).

The discipline factor does have a strong enough influence to increase school community satisfaction (Ong et al., 2021), but the encouragement and motivation of school principals and committees is also a factor that is no less important in implementing the strategy (Mubarroq & Santosa, 2021; Setyawan & Santosa, 2021). From the study of documents related to teacher discipline during normal situations and during the Covid-19 pandemic, the results are still good. The implementation of synchronous learning through the zoom meeting platform and asynchronously through Google Classroom during the pandemic was well recorded, there were no teachers who were absent from learning activities. From the results of interviews with several students (interview on June 24, 2021), it was said that under normal circumstances there are no teachers who are late for class when the bell rings. Likewise, when learning online, the teacher always opens the application five minutes before learning begins.

Supervision from the Principal and Education Supervisor

Supervision is always carried out regularly every two months by the principal. This is done by controlling the learning process in the classroom when learning takes place normally as before the pandemic. During the Covid-19 pandemic, the supervisory process was carried out by the school principal by being directly involved in entering the zoom room. Interaction is carried out by the principal with both teachers and students. To improve the quality of the learning process, the principal always asks the teacher for follow-up results from the implementation of supervision. This effort is quite good, because in reality there are still many schools that have not followed up on the results of supervision, both internally and externally (Marshall, 2005; Noor & Sofyaningrum, 2020).

The implementation of academic supervision by supervisors and principals is an effort to improve teacher professionalism (Azwardi, 2020), these activities can be classified as follows (1) supervision carried out in supervision activities applies supervision techniques, namely individual supervision techniques (class observation, class visits, and individual meetings), and group supervision techniques (supervision meetings/teacher meetings, committees and group work such as subject teacher meetings/ MGMP), (2) Obstacles for supervisors in carrying out academic supervision are the large number of teachers who are the target of supervision, schedule visits overlapping classes with other activities. The limited time schedule for supervision activities is sometimes disrupted by other activities or tasks, such as official meetings, attending workshops, and other activities both at the district and provincial levels. (3) the implementation of academic supervision by school supervisors can change the awareness of teachers to improve their professional abilities. Related to this, of course, the principal needs to organize and coordinate with all school members so that the management of school activities can be better regulated (Lunenburg, 2010).

Establish good cooperation with school residents, school committees, student guardians, and government agencies, student guardians, and government agencies.

The results of interviews with the school committee and several parents (June 25, 2021) stated that whatever program will be implemented, the principal always asks for input and suggestions from the school committee and parents, this is important so that the previously planned program gets support from the school community. Alignment between the wishes of the principal, school committee and parents in carrying out the next stages of the program becomes important and becomes the main capital for the success of school activities (Campbell, 1992). The school committee and parents always support whatever program is carried out during the program for the good and progress of students (Ellison, 1983). Cooperation with local governments, as the results of the interview on June 25, 2021, is actually still lacking, so far schools are still limited to related agencies, such as the education and culture office. There needs to be a breakthrough to develop new partners with other agencies outside the field of education (Freeman et al., 1983), such as the Ministry of Health, Ministry of Religion, and Ministry of Information that may provide access to the development of new insights for students.

CONCLUSION

The principal's leadership strategy in developing teacher professionalism is; planning and developing schools, implementing school strategies by increasing the work discipline of all school members, both in terms of learning, administration and behavior, supervising the learning process to avoid delays in dealing with program failures, and collaborating with school committees, parents, and government agencies. Schools also carry out evaluations so that it can be seen the obstacles faced by schools in implementing the programs that have been set. In developing teacher professionalism, the thing that needs to be considered is teacher performance, teacher performance evaluation is designed to serve two purposes, namely (1) to measure teacher competence and (2) to support the development of teacher professionalism. Therefore, the teacher performance evaluation system must provide benefits as feedback to meet various needs in the classroom and can provide opportunities for the development of schools and teachers themselves. So the importance of a strategy in planning, implementing and implementing accountable academic supervision can improve the performance of professional teachers.

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