

Principal Leadership in Increasing the Professionalism of Elementary School Teachers in Banyuasin Regency

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ABSTRACT

This study aims to determine the role of the principal's leadership in improving the professionalism of teachers at a public elementary school Banyuasin III. The data source of this research comes from the results of interviews with school principals and teachers. Methods such as interviews, participant observation, and documentation are used to gather data. Data reduction, visualisation, and verification are the data analysis strategies. He has stressed the need of instructors to maintain a professional demeanour at all times in his role as an educator. After preparing a plan, their role as managers is to urge teachers to teach the content in line with the current curriculum. In their role as administrators, they also make sure that teachers have everything they need to do their jobs well and that the school or institution meets its goals. Actively supervising teachers and providing direction and guidance is part of his or her job description as a supervisor. Working as a leader, I oversee teachers as they complete learning tasks and offer guidance on the subject matter to be taught. Improving the quality of teacher learning and encouraging teachers to employ information technology in learning are two of their goals as innovators. Encourage your students to work hard and do their best in class. Motivate and urge students to study more if you want them to succeed. In its role as an entrepreneur, it collaborates closely with the school committee and strives to think of innovative ways to empower teachers so that they can improve their professionalism in the classroom.

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1. INTRODUCTION

In the world of education, teachers have a very important role in developing school progress. Teachers play a role in conveying learning materials with various learning models and learning resources to students so that they can achieve the desired achievements (Zahroh, 2015). Zahroh emphasised that educational personnel have a crucial impact on the development of students' knowledge, abilities, and moral qualities. Consequently, the professional education staff will fulfil their duties with professionalism to generate graduates of superior quality (Sonedi, 2018).

Suharsaputra (2018) asserts that the role of a teacher is a professional occupation that demands specialised expertise in education. Only an educator is capable of performing this type of task. The tasks include teacher education, instruction, and training. He describes teaching as the promotion and perpetuation of science and technology. Training involves refining the abilities necessary for the local community to tackle the diverse challenges it encounters.

As practitioners of ideal educational principles, teachers primarily are entrusted with the task of instructing, in the broadest sense, to cultivate in their students a capacity for original thought, emotion, and self-direction. Teachers' personalities encompass: (Zahroh, 2015) Mental flexibility and openness to new ideas. Professionalism in education is recognised by Law No. 20 of 2003 of the Republic of Indonesia, which defines teachers as educators. Therefore, there is a pressing need for high-caliber human resources that can compete on a regional, national, and international level, and this demand necessitates that teacher professionalism adapt to new scientific findings and technological advances (Sani, 2017).

The leadership role is a consistent pattern of behavior that a leader implements through other people, namely through the behavior that the leader displays when influencing other people. The role refers to how others, particularly subordinates, perceive and evaluate someone's behaviour (Mulyadi, 2009). Mulyasa's work from 2013 Likewise, the principal is anticipated to possess the ability to convey several values, such as prioritising group dynamics, garnering support from teachers and staff, demonstrating a willingness to take risks, establishing criteria for change, and more. Employees will develop a subjective understanding of the organization's core values by observing the values that the leader intends to communicate through their leadership approach. School principals achieve achievement by comprehending the intricate and distinctive nature of the school as an organisation and effectively fulfilling their responsibilities as supervisors who guide and oversee the school. The school principal's leadership acumen and sagacity as a supervisor and one of the educational leaders are crucial for attaining educational objectives. The principal is a professional administrator in the school who is responsible for managing all organisational resources and working with instructors to educate children in order to achieve educational goals (Wahjosumidjo, 2016).

Several studies have examined the impact of school principals on enhancing teacher professionalism. Notable researchers such as Firdiansyah Alhabsyi (2022), Devinta (2022), Bahri (2022), Alwi (2021), Zainuddin (2022), and Botha (2011) have emphasised the crucial role of school principals as educators, managers, supervisors, leaders, innovators, and motivators in elevating teacher professionalism. Nevertheless, teachers frequently encounter challenges in the field, such as inadequate discipline, limited understanding, and insufficient infrastructure support (Priyadi & Farid Wajdi, 2023; Z. Zainuddin, Ananiah, & Saugi, 2020). The novelty of this research is in the collaboration between the school principal and school committees to enhance the professional development of teachers. This study aims to determine the impact of the principal's leadership on enhancing teacher professionalism at elementary schools.

Based on the results of researchers' observations, it can be explained that the school principal has tried to improve the professionalism of teachers in carrying out their duties. However, there are several obstacles faced: the lack of teachers' ability to manage the class, the lack of training that teachers take part in, the lack of willingness of teachers to expand their knowledge, and the lack of opportunities for teachers to take part in training and seminars. In terms of teacher professionalism, it is not yet optimal to implement Curriculum 13 with the concept of independent learning. The ability to use information technology in the learning process is also a problem faced by teachers. Based on these conditions, it is interesting for researchers to explore the importance of the leadership role of school principals in increasing the professionalism of elementary school teachers, especially the SD Negeri 41 Plus Banyuasin III in Banyuasin Regency.

2. METHODS

The research was conducted in SD Negeri 41 Plus Banyuasin III, located in Banyuasin Regency, from April 2021 to July 2021. This study is a qualitative investigation aimed at achieving a

comprehensive comprehension and interpretation of the significance of phenomena in the field. A qualitative approach refers to a study and understanding process that is based on a specific technique and focuses on investigating social phenomena and human problems. This strategy involves the provision of intricate visuals, analysis of words, provision of comprehensive reports from the views of respondents, and conducting studies in authentic environments (Zuldafrial, 2012).

In the meantime, this research's features or categories are evaluation studies that employ field study methodology (lap studies). The objectives of the field study are to: 1) create a thorough description of a phenomenon observed in the field; 2) formulate theories that can be supported by the field study; and 3) assess phenomena (Meleong, 2012). In order to ensure that the data and validity of the research are truly valid, the researcher did the following three things: first, before traveling to the research location, the researcher prepared questions; second, the researcher collected data in the field through interviews, observation, and documentation; and third, after the data were obtained, the researcher performed data reduction, presented the data, and made conclusions. Ultimately, the researcher documented his fieldwork findings in a research report that he wrote.

3. FINDINGS AND DISCUSSION

The results of this research come from interviews addressed to the Principal of the 41 Plus Banyuasin III State Elementary School and the class teachers who teach in relation to the principal's leadership role in increasing teacher professionalism at SD Negeri 41 Plus Banyuasin III, directed as follows.

The researcher started the tense question, what is the mother's role as an educator in school to increase teacher professionalism?

"I always try to lead and guide students as an educator, whether it's at flag ceremonies, by helping teachers with their lessons, or by providing instructions during meetings. Remain up to date on all developments in education, including those pertaining to technology and continuously updated information."

Next, we asked about the role of the head as a manager in the school to increase teacher professionalism?

"Of course, in my capacity as a manager, I created a program for school organization, inspired teachers to put in more effort, and the principal has made an effort to maximize educational resources, like finishing the library's children's storybooks and textbooks, which serve as supplementary learning tools for students."

Researchers also asked about the role of the principal as an administrator in the school. The school principal clearly and emphatically gave the answer:

"Naturally, in my capacity as an administrator, I take great care in allocating teacher resources to make sure that educational objectives are fulfilled and that instructors carry out their responsibilities in a professional manner. It is expected of the teacher to deliver the learning process in an effective and efficient manner. I give teachers assignments to create work programs that include gathering resources for learning, putting curriculum-based learning activities into practice, assessing learning outcomes, monitoring student progress, and offering guidance and counseling to problematic or struggling students."

In terms of the principal as a supervisor at the school he explained:

"In order to develop teacher professionalism in the classroom, it is imperative that I, as a supervisor, actively supervise teachers, offer guidance and direction when conducting supervision, and conduct supervision on a regular and scheduled basis."

Even as a school leader, he strives to do his best to ensure that the quality of school education exceeds expectations. Teachers are moved and controlled while performing their teaching duties, and teachers are given direction regarding the learning to be delivered. Provide guidance to teachers who are frequently late so that they can work professionally and on time. Transparently communicate the school's problems to teachers during formal meetings so that these problems can be properly resolved.

Likewise, as an innovator in school, he explained to the school:

"As an innovator, I'm constantly searching for fresh, creative ways to raise the caliber of instruction provided by teachers. For example, I've proposed that teachers use laptops, infocus, or other technology-related media to present material to students so they can fully understand it. Aside from that, I advise educators to test the skills of exceptional students against those of students from other schools so that they can compete in academic performance."

Aside from being an innovator, the principal inspires teachers to improve their professionalism. The interview results show that the school principal, as a motivator, consistently inspires teachers to work with enthusiasm, and consistently gives students their best effort in transferring the learning process. Giving pupils the inspiration or drive to work hard in their studies in order to further enhance their learning.

Another interesting thing is how do school principals play a role in cultivating and demonstrating attitudes as entrepreneurs in schools to increase teacher professionalism? The interview's findings demonstrate that, in their capacity as entrepreneurs, the principal and the school committee collaborate to find innovative ways to obtain funding for the purpose of enhancing teacher professionalism, particularly when it comes to sending instructors to seminars and professional development opportunities. Ratika Dewi (2018) and Koriati (2021) also explained that to become a professional teacher, teachers can take part in various activities such as professional training, workshops and seminars.

Based on research observations, the school principal has performed critical tasks in improving the quality and services of education, the school principal always tries to mentor and guide students in their role as educators. This includes assisting teachers in their teaching responsibilities, giving guidance during meetings, and guiding students during flag ceremonies. Remain up to date on all developments in education, including those pertaining to information and technology (Carlyna, Ahmad, & Kesumawati, 2022). *Second*, as a manager (Munawir Pohan, 2018), the principal prepares the school organization program, plans the program and details the educational needs and educational staff who will carry out the duties, plans the curriculum that will be implemented; completing learning facilities, namely children's story books in the library and textbooks as supporting student learning resources; set a good example at work. This is based on the results of the researcher's observations when the school principal was creating a school activity program. *Third*, as a school principal administrator, he carries out his duties in managing teacher resources so that the goals of a school or institution are achieved so that teachers carry out their duties professionally (Purwanti, 2013). It is expected of the teacher to deliver the learning process in an effective and efficient manner. Principals of schools encourage teachers to create work plans that include gathering resources for learning, putting curriculum-based learning activities into practice, assessing learning outcomes, monitoring student progress, and offering guidance and counseling to students who are deemed problematic and have learning difficulties.

Fourth, as a supervisor, the principal diligently oversees the instructors, as stated by Ahmad and Saefurrohman (2020). The principal offers guidance and instructions throughout the supervision process, aiming to enhance the teachers' professionalism in their teaching. The supervision is conducted regularly and according to a predetermined timetable. Furthermore, the principle, in their role as a leader, consistently endeavours to achieve the highest standards in school instruction, beyond any preconceived notions of quality. Teachers are influenced and guided in their teaching responsibilities, and they receive instructions regarding the content to be taught. Offer instructions to chronically tardy

teachers to enable them to conduct themselves in a professional and punctual manner. Effectively convey the school's issues to teachers during meetings in order to facilitate their appropriate resolution. Based on the results of teacher interviews:

"The principal very often advises us to be more disciplined in our attendance and arrival to school so that no one is late."

Sixth, As a creative thinker, the principal is constantly searching for fresh, innovative ideas to raise the caliber of instruction provided by teachers. For example, he might propose that instructors use laptops, Infocus, or other technology-related media to present lessons so that students can fully comprehend the content. The lesson was imparted. In addition, he advised educators to test the skills of exceptional students against those of other schools so that they can compete in academic performance. The following is an excerpt from an interview with a grade 4 teacher:

"We are always reminded to renew and improve our skills by teaching using media so that children are more interested in learning, for example, using infocus as a learning medium."

Seventh, as a motivator (Hartinah, Arbaini, & Tarbiyah, 2020), The school principal always instills enthusiasm in teachers and always gives his or her all to students in conveying the learning process. Providing students with encouragement or motivation to study hard so that their learning achievement improves even more. The school principal also makes the work environment more pleasant for the school community and maintains positive relationships with coworkers. Finally, as entrepreneurs, the principal and the school committee collaborate to make creative efforts in exploring sources of empowerment, in this case the principal building a school canteen to improve teacher professionalism, particularly regarding teachers participating in professional education and training and sending teachers to seminars. This is based on the findings of researchers' interviews with teachers, who discovered that school principals frequently send teachers to seminars. The results of interviews with grade 6 teachers show that:

"The principal often sends us teachers in turns to attend seminars, both seminars held in the city and also those outside the city."

Regarding the professional duties of teachers as a result of the support of the principal, teachers at SD Negeri 41 Plus Banyuasin III: 1) the teachers have tried their best in carrying out their teaching duties. Starting from the activities of preparing learning tool plans (RPP), implementing better structured learning, as well as evaluating learning outcomes. Teachers try to provide remedial measures to students so that their grades can be improved, provide guidance to students and provide counseling, especially to students who often play truant and do not do their homework; 2) The teacher said that in carrying out the learning process, some often use visual aids and some said that it depends on the learning material being presented whether it is necessary to use visual aids or not. When carrying out the learning process, some use accompanying books other than the handbook, some only rely on the handbook. In the learning process there are teachers who carry out the learning process outside the classroom and there are also teachers who say they never carry out learning activities outside the classroom; 3) When carrying out learning evaluations, teachers always evaluate learning outcomes at the end of each lesson. Teachers say they evaluate learning outcomes every mid-semester. Teachers always evaluate learning outcomes every semester and teachers always evaluate learning outcomes at the end of each learning year (UKK); and 4) In terms of guidance and teaching and learning processes, teachers always apply student-centred learning. In the learning process, teachers encourage students to be active and creative in following lessons. Teachers use tools/props as learning resources, but there are also those who don't or rarely use them. Teachers provide special guidance to students who experience difficulties in learning (Sweigart & Collins, 2017). Teachers also provide guidance and

counseling if there are students who are often undisciplined, as well as students who have interests and talents and provide motivation so that students are encouraged to achieve.

In the process of leading a school, it is not easy. In practice, school principals must be able to manage the different personalities, traits, attitudes, values, desires and interests of teachers, staff and students in an educational institution. According to Mulyasa (2013), there are several factors that enable a leader to increase the professionalism of his subordinates. 1) The leader meets his subordinates' needs for effective work, and 2) the leader provides the necessary training, guidance, and support to his employees. Leaders play a critical role in increasing the professionalism of subordinates because the success or failure of achieving a goal is dependent on their leadership. And it is an obligation for every leader to be able to lead his subordinates to work in accordance with the instructions given, in order to create working conditions and environments that encourage activities that help the organization achieve its goals effectively and efficiently. Qualified educators are believed to help students discover, manage, integrate, and resolve issues pertaining to knowledge, attitudes, values, or life skills. It is believed that qualified educators can encourage their pupils to think, act, and behave creatively.

4. CONCLUSION

According to the research, the principal has helped teachers become more professional. The school principal instructs teachers to educate professionally. As a manager, the principal encourages teachers to design and provide instruction according to the curriculum. A school principal administrator carefully controls teacher resources to fulfil school or institution goals so teachers can work professionally. The principal supervises teachers periodically and on schedule, providing advice and direction. As a leader, the principal directs teachers' teaching and learning. By encouraging teachers to use technology in learning, school principals innovate to improve teacher instruction. School principals motivate pupils to work hard and give their all. Encouraging students to work hard to increase their learning. As entrepreneurs, the school committee and principal create new ways to empower teachers and improve their expertise, especially in professional development, training, and teaching. The writer experienced difficulty using a qualitative approach with restricted sources of study information and a narrow research scope at SD Negeri 41 Plus Banyuasin III. Future researchers should employ mixed approaches and do sub-district or city/district studies.

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