



School Principal Leadership Style In Improving Teacher Professionalism

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Abstract

This study generally aims to determine the leadership style of school principals in increasing the professionalism of teacher performance at SMK PGRI 1, Semarang City. The approach used in this study is a qualitative approach, with data collection techniques through observation, interviews, and documentation studies. The research subjects were school principals, teachers, school committees, and students at SMK PGRI 1 in Semarang City. The results of the study can be explained as follows: (1) the principal's leadership style is inferred from eight aspects that the researcher has determined, namely: (a) the daily behaviour of the principal shows an attitude of concern, openness, cheerfulness, firmness, wisdom, discipline and commitment and has emotions stable; (b) the delegation of tasks is carried out in a fair manner and the provision of direction; (c) decision making is carried out jointly/consensus; (d) supervision carried out by directly monitoring progress; (e) school development includes the development of school facilities and infrastructure, extracurriculars, learning and teachers and education staff; (f) open and two-way communication using clear and easy-to-understand language; (g) motivation by giving encouragement/enthusiasm and meeting the needs of all school personnel and (h) rewards in the form of praise and thanks. in leading the principal using a group leadership style. So that it can be understood that in an effort to improve the performance of teachers and education staff, the principal empowers them, develops their competence, and provides motivation and awards; (2) the factors that influence group





leadership style are: (a) the leader himself has personality, past experience, and high expectations for all school personnel to develop the school; (b) the characteristics of superiors who prioritize the task implementation process; (c) the characteristics of subordinates who show enthusiasm and willingness to change; (d) task requirements by providing guidance regarding task clarity; (e) organizational climate and policies can help improve the quality of human resources in the school environment

Key Words: Leadership Style, School Principal, Teacher Professionalism

INTRODUCTION

Quality education, according to Mulyasa (2014, pp. 4–6), is a requirement for realizing the life of an advanced, modern, and prosperous nation. With the development of education in a country, science, and technology will automatically advance in that country alone, so it can be said that the role of education is a barometer of the progress of a country. At present, the Indonesian government's attention to the role of educational institutions is their main concern, whereas, in the state budget, we can see the number of funds allocated by the government for the education sector. Many new schools are built by the government to build community human resources, even in remote villages. However, without the support of good teacher quality and competence, the role of education in Indonesia as a partner of the government to educate the nation's life in accordance with the ideals of the nation stated in the 1945 Constitution will be less than optimal. Therefore, it is necessary to improve the quality of the teaching and learning process in a school institution and have a direct impact on the competence and science and technology of students in that institution.

As it is realized, the school is one type of organization that is often called a formal education organization. One of the most essential elements of an organization is its people. The internal personnel of the school organization consist of school principals, teachers, students or pupils, and administrative staff. The main activity they do is teach and learn (M. B. Purwanto, 2021). In the context of achieving organizational goals, without a cooperative effort from all organizational personnel supported by the availability of facilities and infrastructure, it is very unlikely that the goals of an educational institution can be achieved. Educational leaders, as the top leaders in educational institutions, formulate and communicate a clear vision and mission for advancing education.

The principal is the educational leader at the education unit level and must be responsible for all school activities. The principal is a very important person in the school system.





They strive for, maintain rules and discipline, provide necessary items, implement and improve school programs, and select and develop employees and personnel. 1 The principal is a leader who is an organ that should be able to influence the attitudes and behaviors of his subordinates. In this case, the target is teachers, who are expected to improve their work after receiving influence from their superiors. In order for the influence process to run smoothly, leaders must treat individuals humanely. Humans, in carrying out their activities, are always influenced by different personalities, for example, traits, attitudes, values, desires, and interests, which will affect their leadership style as well as their work. The principal is an agent for various components.

The school principal has the responsibility to implement the policies of the state in seeking the best education for schoolchildren. Principals and local community agents serve parents who send their children to school and seek to maintain an educational environment that responds to their children's needs.

Principals need adequate competence. This aims to ensure that every problem and school development can be carried out by the principal. Putra et al., (2013) explained that the competencies needed by school principals are (1) personal competence, (2) managerial competence, (3) supervision, (4) entrepreneurship, and (5) social. In addition, based on the research results of Marianita & Yuneti (2019), key competencies were found that must be owned by the principal, namely: (1) *assessment*, (2) *instructional leadership*, (3) *unity of purpose*, (4) *visionary leadership*, (5) *diversity*, (6) *learning community*, (7) *reflection*, (8) *organizational management*, (9) *professional development*, (10) *collaboration*, (11) *curriculum and instruction*, and (12) *professionalism*. However, in reality, there is a fundamental problem, namely that there are still many school principals in Indonesia who do not know how to use the authority they have to manage the schools they lead for fear of making changes (Cooper, 2011).

This shows that the ability of school principals in Indonesia to manage schools is still weak. Halimah (2020) found several critical phenomena regarding school conditions were associated with the inability of school principals to create effective schools in Indonesia. First, the principal is still incapable of maintaining school facilities. Learning facilities are not managed properly, and the learning atmosphere in the school environment is not very effective. For example, the damaged school chairs, desks, and boards. Such conditions make students uncomfortable to learn. Second, the principal cannot create a conducive school culture and atmosphere. Relations among teachers and other education staff are often not good. As a result, the work environment at school is not good because some teachers have interpersonal conflicts with other teachers or education staff. Third, the principal is also less able to involve school





personnel in various activities at school. The weak ability of school principals to involve school personnel, both teachers and education staff, is a fundamental problem in schools. This means that neither teachers nor educational staff can maximize their contribution to realizing school development because school principals are not competent to empower human resources in schools.

The school principal's leadership style is very influential in achieving school goals that were previously planned (M. Purwanto, 2021), including how to improve teacher professionalism. It is through this leadership style that a leader will be able to transfer several values, such as an emphasis on groups, teacher and employee support, tolerance for risk, change criteria, and so on. On the other hand, employees will form a subjective perception of the basic values that exist in the organization in accordance with the values that the leader wants to convey through his leadership style. To adjust between values, a process called socialization is needed. This process will work well if the new employee feels happy with the work environment he occupies.

Based on the records of the Human Development Index (HDI), the quality of teachers in Indonesia is still far from sufficient to make fundamental changes. HDI statistical data states that 60 percent of elementary school teachers, 40 percent of junior high school teachers, and 43 percent of vocational teachers are not qualified to teach at their respective levels. In addition, 17.2 percent of teachers, or the equivalent of 69,477 teachers, teach outside their field of study. 4 Related to this problem, (Faiz et al., 2022) suggests that leaders should start by trying to invite colleagues to talk about what they are complaining about. 5 A leader in a school who is finally called the principal, in the context of the task of the school principal, is very heavy because he must be able to play multiple roles. Apart from being a leader, of course, he is able to become a partner for teachers in teaching and educating their students. And of course, every leader has his own way and method of carrying out his duties and functions.

METHODOLOGY

The research design in this study was field research using a qualitative descriptive approach. W. W. Sanjaya (2017, p. 67) Qualitative descriptive research is an in-depth research method on social reality and various phenomena that occur in society that are the subject of research so that the characteristics, characteristics, and models of the phenomenon are described. Qualitative research is a type of research in which the discovery procedure is carried out without using statistical or quantification procedures, Sanjaya (2015, p. 57). In this case, qualitative research is research about a person's life, story, and behaviour, as well as about the





functioning of organizations, social movements, or reciprocity. This approach is considered more relevant because it aims to determine the leadership style of school principals in increasing teacher professionalism at SMK PGRI 1 Semarang City. The style and method of implementing the principal's leadership is part of the school culture. As for the subjects in this study, namely those who have a relationship with increasing teacher professionalism, the subjects of this study were school principals, deputy principals, teachers, and education staff at SMK PGRI 1, Semarang City. To ensure the validity of the data, researchers used a triangulation technique, namely combining various data collection techniques with existing data sources. Researchers collect data by triangulation, so in fact, researchers collect data, which at the same time leads to data credibility, namely checking the credibility of data with various data collection techniques and various data sources. To strengthen the validity of the data findings and maintain research validity, the researcher refers to the four validation standards suggested by (Arikunto, 2010), which consist of: 1) credibility, 2) transferability, 3) dependability, 4) firmness.

RESULTS AND DISCUSSION

From the results of observations assessing three main aspects, namely: (1) curriculum; (2) students; and (3) facilities and infrastructure, it was found that the curriculum at SMK PGRI 1 Semarang City, namely: effective week, annual program, a semester program, syllabus, KKM, and lesson plans, had been well prepared. Activities can be carried out as efficiently as possible. The researcher pays attention to the curriculum and gives an assessment according to the observation sheets that have been prepared for this study. Furthermore, the student aspect at SMK PGRI 1 Semarang City, namely the acceptance of new students, is very good because new student registration is done online. Prospective students are required to register through a special account provided for the registration process. And the entire registration process is free of charge. Furthermore, the guidance and counselling services at SMK PGRI 1 Semarang City are also very good. Every student gets the same opportunity to receive counselling. Moreover, this school implements a boarding system so that the teacher's attention to each student's problem is more intensive. In terms of managing students in the classroom, this school is also very good. One class contains small groups of 20-25 students.

Then aspects of the facilities and infrastructure of SMK PGRI 1 Semarang City in general achieved maximum results from the researchers' assessment. When viewed from the standpoint of the determination of needs, the procurement process, and the use of facilities and infrastructure at SMK PGRI 1 Semarang City, it is very good because it refers to the School Revenue and Expenditure Budget Plan (RAPBS) prepared by the principal. However, in terms of





recording/management and accountability, it is still lacking, because each facility and infrastructure unit does not have a usage and condition journal. Supposedly, SMK PGRI 1 Semarang City has an official report on the use of the facilities and infrastructure as a form of written accountability. Orientation for new students is also carried out by involving intraschool student organizations and continuing with articulation. The placement of new students is done through a randomized system. One class contains students with various abilities. In addition, students with high IQ levels will be placed in accelerated classes. Student discipline is regulated through the Deputy Principal for Student Affairs by implementing a punishment system. Student development is carried out through homeroom teachers, guidance and counselling teachers, and boarding teachers.

Based on several interview statements, several conclusions can be drawn, including that the leadership style of the principal at SMK PGRI 1 Semarang City applies a democratic leadership style. Although in some cases it applies a monarchical style, it is often identified with a monarchical democratic leadership style. From the interview excerpts and based on the documentation data and the observation process above, it can be concluded that the leadership system for the principal of SMK PGRI 1 Semarang City has a democratic-monarchical leadership style. This statement is supported by some administrative evidence and excerpts from interviews with several teachers and school principals who spoke. This leadership is also closely related to the role of a manager Wijaya et al., (2020), where managers often apply several things in managing and organizing an institution or school system that is formed in an organizational structure, each of which has a coordinator as the person in charge. This is often referred to as "management control." This control management is a source of strength for the leadership system at SMK PGRI 1, Semarang City. The leader's role as an administrator is to carry out the administrative system as well as possible and, in this case, make several programs and policies. Its implementation is based on the formation of the organization and the teams involved. Like every teacher, they must make an authentic RPP and submit it to the curriculum coordinator. The system of records related to incoming and outgoing letters has been regulated by the SOP. Based on this, it can be proven by the interview excerpts as follows:

"You see, I as a leader also carry out administrative duties, supervisory duties, duties as a manager, and duties as a leader who must be able to influence my subordinates to be enthusiastic about carrying out their duties and obligations because this is the responsibility of each of us."





The success of this leadership cannot be separated from several factors that influence it. Factors that contribute to success in leading are: first, learning; in this case, a leader must continue to learn to study and study, read a lot of books on leadership, study at schools with better quality (apprenticeships), and have discussions with several experts. Because if you don't have insight, you can't find a solution to the problem. The second is communication. The principal's skill in communicating is very important because ordering, reminding, inviting, and controlling when using arbitrary language hurts the heart. There are leaders who are born, and there are those who learn. The third is support from the organizers, namely the foundation. That is a strength for me because when I was leading, I was the youngest when I was 25 years old, and the teachers at SMK PGRI 1 Semarang City were 26 years old at the youngest." While the difficulties in this matter that must be anticipated are the two inhibiting factors in leadership, namely: First, the quality of human resources and financing the quality of human resources includes school principals and teachers. such as commitment, loyalty, creativity, and fighting spirit. I once expelled teachers and employees because they lacked loyalty and defamed the school. Meanwhile, the employee's contract period expired, and I did not renew it because the performance was not good. Second, financing—everything needs financing. Good promotion and publication require a lot of capital in order to attract the public.

The leader's role as an administrator is to carry out the administrative system as well as possible and, in this case, make several programs and policies. Its implementation is based on the formation of the organization and the teams involved. Like every teacher, they must make an authentic RPP and submit it to the curriculum coordinator. And so is the archiving system regarding incoming and outgoing letters, and everything is regulated by the SOP. This is in line with Rahman's statement (2015, p. 71), which states fourteen primary school principal roles, including (1) the school principal as a business manager, (2) the school principal as an office manager, (3) the school principal as an administrator, as well as others. This is also supported by the research results of Rahayu et al., (2013), who found that school principals seek to improve the ability and professionalism of teachers by providing flexibility to attend further education, attend training, and provide directions to work according to demands. At SMK PGRI 1, Semarang City, a program is held that will motivate human resources to have good and measurable quality. The learning teacher program is a form of appreciation to be proud of (Day, 2017).

The implementation of this workshop and training is held twice a month, namely the second and fourth weeks; that's when it gives motivation. In addition, every morning there are apples, and we send comparative study teachers to more advanced schools, namely to provide motivation. As an innovator, an effective 5-day school policy was made for students who





previously attended school on Saturday. Schoolchildren continued to attend on Saturday. So, Monday, Tuesday, Wednesday, Thursday, and Friday are effective school days for students. Especially on the first and third Saturdays for extracurricular students, and on the second and fourth Saturdays, the students are off and replaced by teachers studying together. so that teachers can learn fresh from the morning discussing the lessons that must be innovated. The perception of the principal as a good leader at SMK PGRI 1 Semarang City is that he is a leader who is able to realize good-quality schools and is trusted by the community. A quality school is one that can serve all people or the community. Because there are still many excellent schools that are picky about the conditions of their children, there is a selection. If schools can serve all children, both smart and not smart, Actually, according to theory, no child is not smart because all children have their own intelligence. In the application of school learning, the concept of multiple intelligences is applied.

CONCLUSION

Based on the description of the data and discussion of the results of the research, it can generally be concluded that the leadership style of the head has increased teacher professionalism at SMK PGRI 1 Semarang City. After observing and scrutinizing the results of observations, interviews, and documentation studies in the field, it can be concluded that: 1. The leadership style the school principal applied at SMK PGRI 1 Semarang City was carried out by the principal in general in response to good cooperation by subordinates, which used a democratic-participatory leadership style shown by the principal to give a good example to teachers so that the teacher's personality competence increased, assigning or delegating teachers incidentally related to official duties, motivating students, and being open and being a place of consultation. 2. The democratic-participatory leadership style by the principal of SMK PGRI 1 Semarang City is implemented in that decision-making related to increasing teacher professionalism is carried out in deliberations or meetings, fostering how teachers are happy to make these decisions, feel satisfied, and take responsibility for implementing the decision. The responsibility for implementing the decision is borne by all meeting participants or all teachers.

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