# The Role of the School Principal in Enhancing Teacher Professionalism at Sekolah Indonesia Kuala Lumpur (SIKL)

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**Abstract.** The main objective of this study was to investigate the role of the principal on the improvement of teacher professionalism at the Indonesian Kuala Lumpur School. It is also intended to confirm the most influential role applied at school by the Principal as the teacher felt. Furthermore, this research is also designed to determine (if any) has a relationship between the role of the principal and teacher professionalism. This research uses a quantitative method to get its purpose. This study uses purposive sampling procedures to choose population samples applied to select 40 teachers at school. The results showed that the teachers consider the role of the principal as the curriculum leader to dominate, it was followed by the principal as a leader in school and as managers at school. The relationship between each role of teacher principals and teacher professionalism was statistically significant. Based on the findings of this study, it is recommended that a similar study must be carried out by the national where the findings, suggestions and recommendations will be a source of guidelines in developing teachers for training programs, they can be applied to the current curriculum system and become the main performance indicator to recognize the best school curriculum, the best achievements and awards. For contemporary schools and candidates and extraordinary principals.

*Keywords: Role school principal, Teacher professionalism, Indonesian School Kuala Lumpur.*

## 1. INTRODUCTION

In general, the quality of school education is largely influenced by the ability of the principal to empower teachers and administrative staff. The vital role of the principal is how to develop a school into a good educational institution and is also able to achieve the objectives of the education system. The task and responsibility of the principal is how to maintain and motivate teachers, students, and school administration staff and can effectively implement school rules and regulations. The task of the principal is about creating a culture where the principal and the teachers lead along with their support and encouragement of administrators[1].

As a school leader, the principal has great responsibility to fill expectations from various parties. He is a leader, manager, educator, administrator, innovator, supervisor and motivator[2] and has the responsibility of increasing teacher professionalism because the teacher is a professional educator and is a very important component in the education system. Therefore, to ensure the success of the school in achieving its objectives, school principals are needed to improve the performance of teachers and school staff as a whole continuously. The principal has the biggest impact on the school community which is a teacher, student, staff and administrator[3]. He must have good relations capabilities with everyone in school, so that

schools and educational goals can be achieved optimally.

It can be said that the principal plays a big role to continue school, also has a role in schools that are leaders, managers, educators, administrators, innovators, supervisors and motivators, have responsibility in increasing teacher professionalism, maturing to teachers as professional educators and components which is very important in the education system[2].

## 1.1. Role School Principal

As an educational leaders, the school principal is responsible for creating, maintaining, and maintaining a healthy and productive learning environment at school. In addition, he must improve teacher quality and professionalism based on his accusation. The principal has the capacity to influence the structure, culture and school mission[4] , and according to[5] the principal must lead to examples, positive, enthusiastic, overseeing school activities, listen to his subordinates including teachers, staff, Parents, students and community members.

Furthermore, a good leader remains calm in difficult situations, thinking before they act, and provide school needs in front of themselves, a leader who is effective stepping to fill the hole as needed, even if it is not part of their daily routine.[5] In short, the overall school performance reflects the principal's caliber or competency.

## 1.2. The characteristics of Professional teacher

Teaching is a difficult and serious work that requires very specific skills and knowledge to be controlled properly to student learning. Thus it is very important for teachers to have a big influence on their students. Here are nine lists of characteristics of great teachers according to[6].

1. Great teacher respects students. In the great teacher class, everyone's ideas and opinions are appreciated. Students feel safe to express their feelings and learn to respect and listen to others. This type of teacher creates a friendly learning environment for all students.
2. A great teacher creates a sense of community and property in class. Her respect in this teacher class provides a supportive collaborative environment. In this small community, there are rules to be followed and the work must be done and every student is aware that he is an important part of the group. Great teachers allow students to know that they can not only depend on him, but also in the whole class.

3. Great teachers are warm, accessible, enthusiastic and caring. People like this are approached, not only for students, but to everyone on campus. This is a teacher to whom students know they can go with problems or worries or even to share funny stories. Great teachers have good listening skills and take the time because the schedule is too busy for anyone who needs it.
4. Great teachers set high expectations for all students. This teacher acknowledged that the potential he had for his students really influenced their achievements, he knew that students generally gave the teacher as much or as little as they expected.
5. Great teachers have their own love for learning inspiring students with their desires for education.
6. Great teacher is a skilled leader. Unlike administrative leaders, teachers who effectively focus on joint decision making and team work, as well as in public buildings. This great teacher transfers a sense of leadership to students by providing opportunities for each of them to accept leadership roles.
7. Great teachers can "shift-gear" flexible when the lesson does not work. This teacher assesses his teachings throughout the lesson and get new ways to present material to ensure that each student understands the main concepts.
8. Great teachers collaborate with sustainable colleagues. Relatively than thinking of him as weak because he asked for advice or assistance, this teacher saw collaboration as a way of learning from a professional fellow. A great teacher uses constructive criticism and suggestions as an opportunity to grow as an educator.
9. A great teacher maintains professionalism in all fields of personal appearance with organizational skills and readiness for every day. The communication skills should be exemplary, whether he talked to the administrator, one of his students or a colleague. Respect that the great teacher accepts because his professional attitude is clear to the people around him.

## 1.3. Context of the Study and Problem Statement

The role model is someone who inspires and encourages us to fight for greatness, live with our full potential and see the best in ourselves. The role model is someone we admire and someone we encounter like[7]. We learn through them, through their commitment to

excellence and through their ability to make us realize our personal growth. We see them for advice and guidance. The role model can be in the form of a body, parents, siblings, and friends. But sometimes our most influential role model and life is a teacher. The teacher guides the learning process and has a direct influence on changes in student behavior and parenting. Therefore the teacher must be professional and able to utilize all the ability of the education system so that the learning process goes well[8] .

Success schools do not exist without teachers and great school principals. While the school principal is the most important component because his role will affect the performance of teachers, achievements and school students themselves. Based on previous research by[9] said that the principal influenced student achievement in many ways, such as building a vision that motivated all the students, building a school culture that supports student learning. In addition, as said by[10] in his research in Islamic elementary school in Bambu Apus Pamulang Indonesia, the role of the principal consisted of six elements as leaders, motivators, supervisors, innovators, managers and educators. Previous research showed that the role of the principal Walking well in increasing teacher professionalism such as empowering all communities in schools, staff, improving learning facilities, supervision of teaching and learning processes, all efforts well through the role of schools that include six aspects above. Meanwhile, according to[11] in his studies on the role of the principal of an increase in academic achievement of students in the Islamic private high school under the Office of the Songkhla 3 education service area, the study showed an increase in academic school achievement when the principal performed well as the community's head in school.

According to some of the research above therefore the purpose of this study concerns the role of the principal in increasing teacher professionalism in the Indonesian Kuala Lumpur School, in the leadership of

three roles, managerial and instructional curriculum. The principal has the biggest impact on the school community which is a teacher, student, staff and administrator[3]. The principal provides moral support and encouragement to improve teacher professionalism. It has a big impact on teacher learning, because the principal is a leader and instructional learner, creating a conducive learning and teaching environment[12]. Thus, the principal is in a unique position to influence the implementation of the quality of professional teacher development.

Therefore the research gap in the researchers will focus on the role of the staple school in increasing teacher professionalism at the Indonesian Kuala Lumpur School, especially in aspects of leadership, managerial and instructional curriculum.

The results of this study are two branches, namely to evaluate the ability of leadership, managerial and instructional curriculum from the principal by teachers and vice versa will provide important information for the principal about the importance of increasing effective teacher's standard progress. It can also provide feedback to the Indonesian government, especially the Ministry of Education and Culture on the achievement and setback of the school caused by the competence of the principal and the level of teacher professionalism.

### 1.3.1. Theoretical Framework

Model the role of the principal in teacher professionalism at school. The independent variable in this study was the principal as a leader, manager and curriculum leader at school while the dependent variable was the role of the principal. The reason is that the role of the principal will significantly influence teacher professionalism. This study believes that the role of the principal will have a certain impact on the dimensions of each teacher's professionalism.
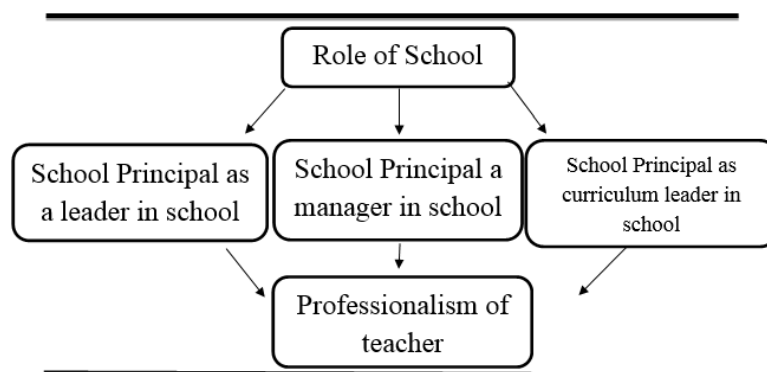


Source: Leithwood (1999) and Valentine, Bowman (1988)

Figure 1. The theoretical framework model the role of the principal in increasing teacher professionalism

## 1.3.2. Research Objectives and Questions

The present study that conducted at Sekolah Indonesia Kuala Lumpur toward the role of the School Principal in enhancing teacher professionalism. The research objectives and questions were:

The objectives of the Study:

1. To determine the most influential dimensions of school principal roles in enhancing teacher professionalism at Sekolah Indonesia Kuala Lumpur
2. To identify the school teacher's perceptions towards the role school principal roles in enhancing teacher professionalism at Sekolah Indonesia Kuala Lumpur
3. To investigate the relationship between the roles of school principal and teachers' professionalism in Sekolah Indonesia Kuala Lumpur

The research Questions of the Study:

Based on the objective above mentioned there are three research questions that guided this study:

1. What are the most influential dimensions school principal roles in enhancing teacher professionalism at Sekolah Indonesia Kuala Lumpur?
2. What are the school teacher's perceptions towards the role of school principal in enhancing teacher professionalism at Sekolah Indonesia Kuala Lumpur?
3. Is there a significant relationship between the roles of school principal and teachers' professionalism at Sekolah Indonesia Kuala Lumpur?

## 2. METHOD

**Research Design**: Research design uses quantitative methods and surveys to get data. Questionnaire distributed to 40 teachers at school. Researchers use this design because surveys and data collection can be done in a short time. Furthermore, according to[13] [14] this survey method can investigate problems realistically and at the same time allow researchers to get a lot of information and at a reasonable cost.

**Population and Samples**: The population of this research target is all teachers at Indonesian Kuala Lumpur School. Therefore, researchers took the total teacher population for the 2016/2017 session. Table 1 provides more information about the sample.

Table 1
Characteristics of the Sample (No = 40)

| Background Characteristics | N | % |
|---|---|---|
| Teacher | 40 | 100.0 |
| **Age** | | |
| 25 and below | 1 | 2.5 |
| 26-30 years | 5 | 12.5 |
| 32-35 years | 13 | 32.5 |
| 36-40 years | 8 | 20.0 |
| 41 and above | 13 | 32.5 |
| **Marital Status** | | |
| Single | 0 | 0 |
| Married | 40 | 100.0 |
| **Academic Qualification** | | |
| College/Graduate (Bachelor) | 27 | 67.5 |
| Master's Degree | 13 | 32.5 |
| Doctoral Degree | 0 | 0 |
| **Years of Working** | | |
| Less than 1 years | 0 | 0 |
| 1-2 years | 8 | 20.0 |
| 3-5 years | 6 | 15.0 |
| 6-10 years | 11 | 27.5 |
| 11-15 years | 7 | 17.5 |
| 16-20 years | 8 | 20.0 |
| 20 and above | 0 | 0 |

**Instruments**: Researchers used a questionnaire to collect data for this study. Researchers adapt questionnaire instruments from previous studies of Leithwood (1999) and Valentine, Bowman (1988). The questionnaire has been used to examine the relationship between the role of the principal and teacher professionalism. This questionnaire has 61 items with 5 Likert scales.

Likewise for this study, the scale of five points Likert used to test the role of teacher principals and professionalism with five different options as follows:

1. Strongly Disagree (SD), 2. Disagree, 3. Neutral (NT), 4. Agree (A), 5. Strongly Agree (SA).

**Data Analysis**: Researchers use statistical packages for Social Science (SPSS) version 22 to analyze data. To answer all the research questions, this study will involve descriptive statistics and inferential statistics used to analyze data where researchers will use the average score of the frequency of deviations and correlation studies. Analysis of three main school principal roles that affect professionalism, as recorded in research questions, are as follows:

1. The most influential dimension of the role of the school principal.
2. Teachers' perceptions of the role of the school principal.
3. The significant relationship between the roles of the school principal and teacher professionalism at Sekolah Indonesia Kuala Lumpur.

For the first two research questions the researcher analyzed the data collected from the questionnaires by using descriptive analysis. For the last one the researcher used the correlational study.

## 3. RESULTS AND DISCUSSION

Sixty one items representing the role of the school principal and professionalism of teachers in this following sections.

Table 2 Respondents' Perceptions on the Role of the School Principal as the Leader of the School
N: 40 Teachers

| No | Focused Items | Scale (N) | | Total | M | STD |
|----|---------------|-----------|---|-------|---|-----|
| 1 | The principal has the capacity and assessment to overcome most of the obstacles | Strongly Disagree | 0 | 0% | 4.22 | 0.422 |
| | | Disagree | 0 | | | |
| | | Neutral | 0 | 0% | | |
| | | Agree | 31 | 40 (100%) | | |
| | | Strongly Agree | 9 | | | |
| 2 | Demand and order of school principals accepted by everyone at school | Strongly Disagree | 1 | 1 (2.5%) | 4.07 | 0.655 |
| | | Disagree | 0 | | | |
| | | Neutral | 1 | 1 (2.5%) | | |
| | | Agree | 32 | 38 (95%) | | |
| | | Strongly Agree | 7 | | | |
| 3 | The principal made school members feel that he acted like a leader | Strongly Disagree | 0 | 1 (2.5%) | 4.15 | 0.579 |
| | | Disagree | 1 | | | |
| | | Neutral | 1 | 1 (2.5%) | | |
| | | Agree | 29 | 38 (95%) | | |
| | | Strongly Agree | 9 | | | |
| 4 | The head of the school leads with "doing" rather than just "telling" | Strongly Disagree | 0 | 0% | 4.15 | 0.426 |
| | | Disagree | 0 | | | |
| | | Neutral | 1 | 1 (2.5%) | | |
| | | Agree | 32 | 39 (97.5%) | | |
| | | Strongly Agree | 7 | | | |

| | | | | | | |
|---|---|---|---|---|---|---|
| 5 | The principal gives a good model for attending school members. | Strongly Disagree | 0 | 0% | 4.2 | 0.526 |
| | | Disagree | 0 | | | |
| | | Neutral | 1 | 1 (5.0%) | | |
| | | Agree | 28 | 38 (95%) | | |
| | | Strongly Agree | 10 | | | |
| 6 | The principal encourages teacher participation in the process of achieving school goals. | Strongly Disagree | 0 | 0% | 4.3 | 0.464 |
| | | Disagree | 0 | | | |
| | | Neutral | 0 | 0% | | |
| | | Agree | 28 | 40 (100%) | | |
| | | Strongly Agree | 12 | | | |
| 7 | The principal regularly encourages members to evaluate their progress towards achieving school goals. | Strongly Disagree | 0 | 0% | 4.27 | 0.505 |
| | | Disagree | 0 | | | |
| | | Neutral | 1 | 1 (2.5%) | | |
| | | Agree | 27 | 39 (97.5%) | | |
| | | Strongly Agree | 12 | | | |
| 8 | The principal treats 'me' (teacher) as an individual with unique needs and expertise | Strongly Disagree | 0 | 0% | 4.07 | 0.349 |
| | | Disagree | 0 | | | |
| | | Neutral | 1 | 1 (2.5%) | | |
| | | Agree | 35 | 39 (97.5%) | | |
| | | Strongly Agree | 4 | | | |
| 9 | The principal provides information that helps 'me' think of a way to implement a school program | Strongly Disagree | 0 | 0% | 4.27 | 0.452 |
| | | Disagree | 0 | | | |
| | | Neutral | 0 | 0% | | |
| | | Agree | 29 | 40 (100%) | | |
| | | Strongly Agree | 11 | | | |
| 10 | The school principal has high expectations of 'me' as a professional. | Strongly Disagree | 0 | 0% | 4.17 | 0.446 |
| | | Disagree | 0 | | | |
| | | Neutral | 1 | 1 (2.5%) | | |
| | | Agree | 31 | 39 (97.5%) | | |
| | | Strongly Agree | 8 | | | |
| | The average score of perceptions about the performance of the principal as a school leader. | Strongly Disagree | 0.5 | | 4.187 | 0.481 |
| | | Disagree | | | | |
| | | Neutral | 0.2 | | | |
| | | Agree | 97.5 | | | |
| | | Strongly Agree | | | | |

Overall, the highest score of 100% achieving the role of the principal related to increasing teacher professionalism at the Indonesian Kuala Lumpur School is for items 1, 6 and 9. It shows that the principal caliber is very good and this is reflected in the results of facilities and standards Deviation all 4.0 and above.

Table 3. Respondents' Perceptions on the Role of the School Principal as the Manager of the School
N: 40 Teachers

| No | Focused Items | Scale (N) | | Total | M | STD |
|---|---|---|---|---|---|---|
| 1 | The principal makes the teacher get information about aspects of school programs they must be aware of. | Strongly Disagree | 0 | 0% | 4.15 | 0.361 |
| | | Disagree | 0 | | | |
| | | Neutral | 0 | 0% | | |
| | | Agree | 34 | 40 | | |
| | | Strongly Agree | 6 | (100%) | | |
| 2 | When the principal gives teachers and staff with information about school operations, the information is clear and easy to understand. | Strongly Disagree | 0 | 0% | 4.17 | 0.384 |
| | | Disagree | 0 | | | |
| | | Neutral | 0 | 0% | | |
| | | Agree | 33 | 40 | | |
| | | Strongly Agree | 7 | (100%) | | |
| 3 | When teachers and staff were told about administrative decisions, they realized what was expected by the principal of them as related to his decision. | Strongly Disagree | 0 | 0% | 4.22 | 0.422 |
| | | Disagree | 0 | | | |
| | | Neutral | 0 | 0% | | |
| | | Agree | 31 | 40 | | |
| | | Strongly Agree | 9 | (100%) | | |
| 4 | The principal is able to manage activities, assignments, and people well. | Strongly Disagree | 1 | 1 (2.5%) | 4.3 | 0.732 |
| | | Disagree | 0 | | | |
| | | Neutral | 0 | 0% | | |
| | | Agree | 24 | 39 | | |
| | | Strongly Agree | 15 | (97.5%) | | |
| 5 | The school principal develops appropriate rules and procedures. | Strongly Disagree | 0 | 0% | 4.12 | 0.404 |
| | | Disagree | 0 | | | |
| | | Neutral | 1 | 1 (2.5%) | | |
| | | Agree | 33 | 39 | | |
| | | Strongly Agree | 6 | (97.5%) | | |
| 6 | The principal uses a systematic procedure for staff assessment, eg. Retention procedures, dismissal, and promotion. | Strongly Disagree | 0 | 0% | 4.35 | 0.483 |
| | | Disagree | 0 | | | |
| | | Neutral | 0 | 0% | | |
| | | Agree | 26 | 40 | | |
| | | Strongly Agree | 14 | (100%) | | |
| 7 | The Principal establishes a process where the teacher is | Strongly Disagree | 0 | 0% | 4.32 | 0.474 |
| | | Disagree | 0 | | | |

| No | Focused Items | Scale (N) | | Total | M | STD |
|---|---|---|---|---|---|---|
| | made aware of the rules and policy of the school. | Neutral | 1 | 1 (2.5%) | | |
| | | Agree | 27 | 40 (100%) | | |
| | | Strongly Agree | 23 | | | |
| 8 | The principal communicates with the teacher and staff of the reason for administrative practices used at school. | Strongly Disagree | 1 | 1(2.5%) | 4.22 | 0.697 |
| | | Disagree | 0 | | | |
| | | Neutral | 0 | 0% | | |
| | | Agree | 27 | 39 (97.5%) | | |
| | | Strongly Agree | 12 | | | |
| | Average scores of perceptions about principals as a school Manager | Strongly Disagree | 0.62 | | 4.231 | 0.494 |
| | | Disagree | | | | |
| | | Neutral | 0.125 | | | |
| | | Agree | 99.06 | | | |
| | | Strongly Agree | | | | |

Table 3 illustrates the results of the perception of respondents about the role of the principal in increasing teacher professionalism, especially as a school manager through 8 items that focus on.

It can be seen clearly indicating that the performance of the principal as a school manager is good because the results of the means and standard deviation are above 4.0. This role will definitely affect school professionalism for school members.

*Table 4 Respondents' Perceptions on the Role of the School Principal as the Curriculum Leader of the School*
N: 40 Teachers

| No | Focused Items | Scale (N) | | Total | M | STD |
|---|---|---|---|---|---|---|
| 1 | The principal is knowledgeable about the general goals and objectives of the curricular area. | Strongly Disagree | 0 | 0% | 4.22 | 0.53 |
| | | Disagree | 0 | | | |
| | | Neutral | 2 | 2 (5.0%) | | |
| | | Agree | 27 | 38 (95%) | | |
| | | Strongly Agree | 11 | | | |
| 2 | The principal has knowledge of various teaching strategies that must be used by teachers properly during their instructions. | Strongly Disagree | 0 | 0% | 4.15 | 0.43 |
| | | Disagree | 0 | | | |
| | | Neutral | 2 | 1 (2.5%) | | |
| | | Agree | 32 | 39 (97.5%) | | |
| | | Strongly Agree | 7 | | | |
| 3 | The principal has instructional observation skills that provide the basis for accurate assessment of the teaching process in class. | Strongly Disagree | 0 | 0% | 4.15 | 0.36 |
| | | Disagree | 0 | | | |
| | | Neutral | 0 | 0% | | |
| | | Agree | 34 | 40 (100%) | | |
| | | Strongly Agree | 6 | | | |
| 4 | Principals are active and regularly participating in classroom instruction | Strongly Disagree | 2 | 1 (2.5%) | 4.05 | 0.64 |
| | | Disagree | 0 | | | |

| | | | | | | |
|---|---|---|---|---|---|---|
| | observations and assessments, including student teaching and learning strategies. | Neutral | 1 | 1 (2.5%) | | |
| | | Agree | 32 | 38 (95%) | | |
| | | Strongly Agree | 6 | | | |
| 5 | The school principal has effective techniques for helping ineffective teachers. | Strongly Disagree | 0 | 1 (2.5%) | 4.25 | 0.59 |
| | | Disagree | 1 | | | |
| | | Neutral | 0 | 0% | | |
| | | Agree | 27 | 39 (97.5%) | | |
| | | Strongly Agree | 12 | | | |
| 6 | The Principal made himself get information and learn about contemporary research on the learning process | Strongly Disagree | 0 | 1 (2.5%) | 4.22 | 0.58 |
| | | Disagree | 2 | | | |
| | | Neutral | 0 | 0% | | |
| | | Agree | 28 | 39 (97.5%) | | |
| | | Strongly Agree | 11 | | | |
| 7 | When criticizing poor practices, the principal gives advice for improvement. | Strongly Disagree | 0 | 0% | 4.32 | 0.47 |
| | | Disagree | 0 | | | |
| | | Neutral | 0 | 0% | | |
| | | Agree | 27 | 40 (100%) | | |
| | | Strongly Agree | 13 | | | |
| 8 | The principal is committed to increasing learning. | Strongly Disagree | 0 | 0% | 4.35 | 0.48 |
| | | Disagree | 0 | | | |
| | | Neutral | 0 | 0% | | |
| | | Agree | 26 | 40 (100%) | | |
| | | Strongly Agree | 14 | | | |
| 9 | The principal promotes the development of education goals and targets that reflect the needs and social trends. | Strongly Disagree | 1 | 1 (2.5%) | 4.3 | 0.72 |
| | | Disagree | 0 | | | |
| | | Neutral | 0 | 0% | | |
| | | Agree | 24 | 39 (97.5%) | | |
| | | Strongly Agree | 15 | | | |
| 10 | The Principal participates in increasing learning activities such as programs and curriculum planning and monitoring student learning outcomes. | Strongly Disagree | 0 | 1 (2.5%) | 4.2 | 0.56 |
| | | Disagree | 1 | | | |
| | | Neutral | 0 | 0% | | |
| | | Agree | 29 | 39 (97.5%) | | |
| | | Strongly Agree | 10 | | | |
| 11 | The principal invites professionals and experts from outside to provide knowledge of the teaching and learning process. | Strongly Disagree | 0 | 0% | 4.35 | 0.48 |
| | | Disagree | 0 | | | |
| | | Neutral | 0 | 0% | | |
| | | Agree | 26 | 40 (100%) | | |
| | | Strongly Agree | 14 | | | |
| 12 | The Principal ensures teaching | Strongly Disagree | 1 | 1 (2.5%) | 4.25 | 0.71 |

| | | | | |
|---|---|---|---|---|
| assistants such as laboratory assistants undergo equivalent training which is to assist students achieve their learning objectives. | Disagree | 0 | | |
| | Neutral | 0 | 0% | |
| | Agree | 26 | 39 (97.5%) | |
| | Strongly Agree | 13 | | |

| | | | | |
|---|---|---|---|---|
| Average Score of the perceptions on the school principal as the school curriculum leader of the school. | Strongly Disagree | 2.25 | | |
| | Disagree | | | |
| | Neutral | 0.83 | 4.23 | 0.55 |
| | Agree | 97.92 | | |
| | Strongly Agree | | | |

In conclusion, the majority of teachers at school feel that the role of the principal as a curriculum leader in school has been done well. This is evidenced by 97.91% of the total percentage for all items where they agreed and strongly agree, while only 1.25% (n = 40) respondents said that they strongly disagree and disagree in just five of the twelve items. Interestingly, there are two items that respondents remain neutral i.e. in items 1 and 2.

Table 5 Respondents' Perceptions on the Role of the School Principal in Enhancing Teacher Professionalism
N: 40 Teachers

| No | Focused Items | Scale (N) | | Total | M | STD |
|---|---|---|---|---|---|---|
| 1 | The Principal Oriented for New Teachers | Strongly Disagree | 0 | 1 (2.5%) | 4.27 | 0.598 |
| | | Disagree | 1 | | | |
| | | Neutral | 0 | 0% | | |
| | | Agree | 26 | 39 (97.5%) | | |
| | | Strongly Agree | 13 | | | |
| 2 | The principal monitors class performance | Strongly Disagree | 0 | 0% | 4.3 | 0.464 |
| | | Disagree | 0 | | | |
| | | Neutral | 0 | 0% | | |
| | | Agree | 28 | 40 (100%) | | |
| | | Strongly Agree | 12 | | | |
| 3 | The principal praised the teacher and staff for effectiveness | Strongly Disagree | 0 | 0% | 4.3 | 0.464 |
| | | Disagree | 0 | | | |
| | | Neutral | 0 | 0% | | |
| | | Agree | 28 | 40 (100%) | | |
| | | Strongly Agree | 12 | | | |
| 4 | The Principal provides feedback after observing the class show | Strongly Disagree | 0 | 0% | 4.35 | 0.483 |
| | | Disagree | 0 | | | |
| | | Neutral | 0 | 0% | | |
| | | Agree | 26 | 40 (100%) | | |
| | | Strongly Agree | 14 | | | |
| 5 | The school head created a chance | Strongly Disagree | 0 | 0% | 4.45 | 0.503 |

| | | | | | | |
|---|---|---|---|---|---|---|
| | for teachers to learn from each other and from professionals and experts | Disagree | 0 | | | |
| | | Neutral | 0 | 0% | | |
| | | Agree | 22 | 40 (100%) | | |
| | | Strongly Agree | 18 | | | |
| 6 | Principals suggest teachers about things related to professional growth | Strongly Disagree | 0 | 0% | 4.32 | 0.474 |
| | | Disagree | 0 | | | |
| | | Neutral | 0 | 0% | | |
| | | Agree | 27 | 40 (100%) | | |
| | | Strongly Agree | 13 | | | |
| 7 | Principal encourages teachers to attend workshops | Strongly Disagree | 0 | 0% | 4.3 | 0.526 |
| | | Disagree | 0 | | | |
| | | Neutral | 1 | 1 (2.5%) | | |
| | | Agree | 26 | 39 (97.5%) | | |
| | | Strongly Agree | 13 | | | |
| 8 | The Principal provides an opportunity for teachers to share ideas obtained from workshops | Strongly Disagree | 0 | 0% | 4.3 | 0.464 |
| | | Disagree | 0 | | | |
| | | Neutral | 0 | 0% | | |
| | | Agree | 28 | 40 (100%) | | |
| | | Strongly Agree | 12 | | | |
| 9 | The Principal encourages postgraduate teachers to get further qualifications | Strongly Disagree | 0 | 0% | 4.27 | 0.452 |
| | | Disagree | 0 | | | |
| | | Neutral | 0 | 0% | | |
| | | Agree | 29 | 40 (100%) | | |
| | | Strongly Agree | 11 | | | |
| 10 | School heads involve teachers in decisions related to school programs | Strongly Disagree | 0 | 0% | 4.25 | 0.438 |
| | | Disagree | 0 | | | |
| | | Neutral | 0 | 0% | | |
| | | Agree | 30 | 40 (100%) | | |
| | | Strongly Agree | 10 | | | |
| 11 | The Principal distributes his vision of school goals with teachers | Strongly Disagree | 0 | 0% | 4.45 | 0.503 |
| | | Disagree | 0 | | | |
| | | Neutral | 0 | 0% | | |
| | | Agree | 22 | 40 (100%) | | |
| | | Strongly Agree | 18 | | | |
| 12 | The Principal delegates responsibility to the teacher and staff | Strongly Disagree | 0 | 0% | 4.2 | 0.405 |
| | | Disagree | 0 | | | |
| | | Neutral | 0 | 0% | | |
| | | Agree | 32 | 40 (100%) | | |
| | | Strongly Agree | 8 | | | |

| | | | | | | |
|---|---|---|---|---|---|---|
| 13 | The principal encourages teachers to attend workshop which have been proposed by the Ministry of Education or some other authorized body | Strongly Disagree | 0 | 0% | 4.25 | 0.438 |
| | | Disagree | 0 | | | |
| | | Neutral | 0 | 0% | | |
| | | Agree | 30 | 40 (100%) | | |
| | | Strongly Agree | 10 | | | |
| | Average Score of the perceptions on the school principal in enhancing teacher professionalism | Strongly Disagree | 0.19 | | 4.308 | 0.477 |
| | | Disagree | | | | |
| | | Neutral | 0.19 | | | |
| | | Agree | 99.6 | | | |
| | | Strongly Agree | | | | |

Table 5 describes information about the role of the principal on the improvement of teacher professionalism. Tables clearly present and compare with teacher perceptions about this particular aspect. Strangely from five scales to measure the perception of the teacher that the highest percentage agreed and strongly agreed 99.62%.

In short, it can be concluded that after conducting descriptive analysis it was found that the majority of respondents confirmed their good perceptions regarding the efforts of the principal in increasing teacher professionalism.

## 3.1. The Most Influential Dimension Role School Principal in Enhancing Teacher Professionalism at Sekolah Indonesia Kuala Lumpur

This is related to the Research question 2 in Chapter 1. In order for the researcher to investigate the most influential dimension of the role of the school principal in enhancing teacher professionalism, data is collected from questionnaires that had been answered by the teachers. Similar to the descriptive analysis conducted for the school principal's roles the questionnaires on the most influential dimension of the role of school principal in enhancing teacher professionalism are analyzed using descriptive statistics. The results of the study are shown in Table 6.

Table 6 Descriptive Statistics of the Most Influential Dimension Implemented by the School Principal

| Roles | N | Mean | S.D. | Skewness | Kurtosis |
|---|---|---|---|---|---|
| The school principal as the leader | 40 | 41.9000 | 2.26972 | -.325 | 1.796 |
| The school principal as the Manager | 40 | 33.8750 | 1.95051 | -1.605 | 5.405 |
| The school principal as the curriculum leader | 40 | 50.8250 | 4.16879 | -1.448 | 8.423 |
| Teacher professionalism | 40 | 56.0250 | 2.93072 | .765 | .690 |

Means the whole for the most influential dimensions applied by the principal in the Indonesian Kuala Lumpur School found 42.9000 with a standard deviation of 2.16972, while the whole means that the principal as a manager at school is 33.8750 with a standard deviation of 1.95052 , Furthermore, for the role of the principal as a curriculum leader in the average school obtained is 50,8250 with a standard deviation of 4,16879. For the

last item, the professionalism of the teacher acquired is 56.0250 with a standard deviation of 2.93072.

Table 6 shows that for Skewness and Kurtosis was found at -325 with 1,796 results related to the role of the principal as a leader at school. Furthermore, for the role of the principal as a manager at the school the result was -1,605 with 5,405. In addition, Skewness and Kurtosis for the role of the principal as a curriculum leader obtained at -1,448 with 8,423. Finally, for the teacher's

professionalism at 0.765 with .690. According to Healey, (1996) if the slope and curtosis values between - 1.0 and +1.0, the distribution is considered normal.

Based on this whole means, he led to answer the third research question I.e. The role of the principal as a curriculum leader in school dominated his other role. The results presented for this role are higher than the remaining items. The remaining two items were 41.9000 and 33.8750 respectively.

## 3.2. Is There a Significant Relationship Between the Roles of the School Principal and Teachers' Professionalism?

This is related to research questions 3 of this study. For the purpose of this study, researchers used Pearson correlations to measure the correlation rate between the two variables (the role of the principal and teacher professionalism at the Indonesian Kuala Lumpur School). In addition, this section examines the relationship between the role of the principal and teacher professionalism (principal as a leader, as a manager and as a curriculum leader at school).

Pearson correlation test provides direction, significance and strength of relationships. The value of "P" from the Pearson correlation is inserted to check the correlation between the two variables. If the value "p" ≤ 0.05, it means there is a correlation between the two variables. The significance level for Pearson correlation was taken at Alpha 0.05.

## 3.3. The Relationship between Role School Principal as the Leader at Sekolah Indonesia Kuala Lumpur and Teacher Professionalism

The correlation between the role of the school principal as the leader in the school and teacher professionalism is .327 and the p = value is found to be 0.039. Based on the p – value, the null hypothesis is rejected which means that there is statistically a significant relationship between the role of the school principal as the leader in school at Sekolah Indonesia Kuala Lumpur and teacher professionalism (See Table 2.5)

Table 7 Correlations between the Role of the School Principal as the Leader in school and Teacher Professionalism

| | | School principal as the leader in school | Teacher professionalism |
|---|---|---|---|
| School principal as the leader in the school | Pearson Correlation<br>Sig. (2-tailed) | 1 | .327*<br>.039 |
| | N | 40 | 40 |
| Teacher professionalism | Pearson Correlation<br>Sig. (2-tailed) | .327*<br>.039 | 1 |
| | N | 40 | 40 |

*correlation is significant at the 0.05 level (2-tailed)

## 3.4. The Relationship between the Role School Principal as the Manager at Sekolah Indonesia Kuala Lumpur and Teacher Professionalism

Table 8 Correlations between the Role of the School Principal as the Manager in School and Teacher Professionalism

| | | School principal as the Manager in school | Teacher professionalism |
|---|---|---|---|
| School principal as the Manager in school | Pearson Correlation<br>Sig. (2-tailed) | 1 | .382*<br>.025 |
| | N | 40 | 40 |
| Teacher professionalism | Pearson Correlation<br>Sig. (2-tailed) | .382*<br>.025 | 1 |
| | N | 40 | 40 |

*correlation is significant at the 0.05 level (2-tailed)

As can be seen from table 2.7 above the correlation between the role of the principal as a manager at school and teacher professionalism is 0.382 and the P value = found 0.015. Based on the value-p, significant correlation is less (0,000) from 0.05 (0,000 <0.05) alpha

level two. Therefore, the zero hypothesis is rejected. This means that there is a significant relationship of statistics between the role of the principal as a manager at the teacher's school and professionalism.

## 3.5. The Relationship between Role School Principal as the Instructional Leader at Sekolah Indonesia Kuala Lumpur and Teacher Professionalism

Table 9 Correlations between the Role of the School Principal as the Curriculum Leader and Teacher Professionalism

|  |  | School principal as the curriculum leader in school | Teacher professionalism |
|---|---|---|---|
| School principal as the curriculum leader in school | Pearson Correlation | 1 | .525** |
|  | Sig. (2-tailed) |  | .002 |
|  | N | 40 | 40 |
| Teacher professionalism | Pearson Correlation | .525** | 1 |
|  | Sig. (2-tailed) | .002 |  |
|  | N | 40 | 40 |

**correlation is significant at the 0.02 level (2-tailed)

According to Table 9 illustrate the relationship between the role of the principal as a curriculum leader at the teacher's school and professionalism. The correlation is .515 and the P value = found 0.001. Based on the observed P values, while significant correlation is less

(0,000) from 0.05 (0,000 <0.05) alpha level two. Therefore, the zero hypothesis is rejected. This means that there is a significant relationship of statistics between the role of the principal as a curriculum leader in teacher schools and professionalism.

## 3.6. Correlation between the role of the principal in improving teacher professionalism at the Indonesian Kuala Lumpur school

Table 10 Correlation between the role of the principal in increasing teacher professionalism

|  |  | Total Role of Principal | Teacher professionalism |
|---|---|---|---|
| Total Role of Principal | Pearson Correlation | 1 | .528** |
|  | Sig. (2-tailed) |  | .002 |
|  | N | 40 | 40 |
| Teacher professionalism | Pearson Correlation | .528** | 1 |
|  | Sig. (2-tailed) | .002 |  |
|  | N | 40 | 40 |

**correlation is significant at the 0.02 level (2-tailed)

The table gives information on the correlation between the roles of the school principal in enhancing teacher professionalism at the school .518 and the p = value is found to be 0.001. Based on the p – value observed, while the significant correlation is less (0.000) than 0.05 (0.000 < 0.05) alpha level two tails. Therefore, the null hypothesis is rejected. This means that there is a statistical significant relationship between all the roles of school principal as leader, manager and curriculum

leader in enhancing teacher professionalism at Sekolah Indonesia Kuala Lumpur.

## 4. CONCLUSION

This study focuses on the role of the principal in increasing teacher professionalism at the Kuala Lumpur Indonesia School. A survey was carried out specifically to find out the perceptions of the teacher and the

relationship of the principal on the achievement of teacher professionalism at school.

Regarding the overall results on the role of principals such as school leaders, managers and curriculum leaders and in increasing teacher professionalism at the Kuala Lumpur Indonesia School, respondent's perceptions are at a high level and correlation between roles. From the principal in increasing teacher professionalism also found a high level too.

The survey found that three hypotheses in the correlation between the role of the principal such as leaders, managers and leader curriculum in schools and in increasing teacher professionalism was successfully rejected. This means that there is a correlation between the role of teacher principals and professionalism.

Overall, data shows that the role of principals as leaders, managers and instructional leaders in schools and in increasing teacher professionalism in school has been successfully carried out. The result revealed that the head of the Indonesian Kuala Lumpur School received the highest score in terms of administrative practice. The dominant role he plays outside is in terms of curriculum leaders in schools higher than the remaining two other roles.

However, the results showed that there was a relationship between the role of the principal and teacher professionalism in increasing their professionalism at the Indonesian Kuala Lumpur School. The most dimensions practiced are principals as curriculum leaders in schools that are higher than the remaining two. It also shows that the principal describes its function properly like leaders in schools, managers and curriculum leaders at school. In conclusion, the correlation between the role of the principal and teacher professionalism at the Indonesian Kuala Lumpur School was statistically significant.

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