

Principal's Leadership in Building Teacher Professionalism

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Abstract—This study aimed to describe: (1) the principal's role as a supervisor, and (2)the technique used in instructional supervision. This study used a qualitative approach with a multi-site study design. Data was collected using the in-depth interviews, observation and documentation techniques. There were two data analysis included individual case data and across cases data analysis. The findings were (1) the principal's role as a supervisor increased the overall success of the school learning program by helping teachers solve the problems in the classroom, (2) the supervision techniques conducted by the principal were classroom visitation, personal meetings, regular meetings, visitation between the schools, meeting in a working groups, training and upgrading.

Keywords—Management school, Principal, Leadership

I. INTRODUCTION

Education as mandated in Article 1 paragraph (1) of Law No. 20 of 2003 concerning the National Education System states that education is a "conscious and planned effort of education according to Harker as quoted by Tilaar as a process of humanizing human beings into human beings [1]. The process of becoming a human being, according to Harker, occurs in the human habitus that is the surrounding environment, its membership in the family that gave birth to it, in the local community with culture, the habitus of its people who have their own customs and life arrangements, and finally as members of a wider society, namely the community of his country and the community of mankind

The leadership skills of principals are one of the main determining factors in empowering teachers and improving the quality of learning processes and products. The principal is the person most responsible for whether teachers and school staff can work optimally. School culture and learning culture are also built by [2] the leadership style of principals in interacting with their communities

II. METHODS

This study focuses on the development of teacher professionalism by principals in improving the quality of learning at SDN 2 Padangsidimpuan and SDN 26 Padangsidimpuan. This study uses a qualitative approach can be generated understanding of the substantive meaning of the symptoms that appear, social events, and behavior of the subject of research related to the focus of the research. The presence and involvement of researchers

in the research setting took two position non participant observation, and passive participant observation with overt appearances.

III. RESULT AND DISCUSSION

1. SDN 2 Padangsidimpuan

The principal uses the forum to obtain information on the latest learning practices programmed by [3] the government and other schools. The principal also always follows various activities to improve the quality of learning practices both individually and together with the teacher, for example workshops, seminars, training. These activities are usually carried out at least once a month. This is supported by [4] the Managing Education Education (MBE) project which aims to improve the quality of school management where one of its programs is to provide training to improve teacher professionalism.

Some learning practices applied by the teachers of SDN 2 Padangsidimpuan include: individualization learning programs, complete learning methods, grouping students based on learning abilities or achievements, learning resource centers, team learning, free studies, peer learning, direct learning methods, behavior modification, methods problem solving, evaluating learning, cooperative learning, and the use of people who are experts in their fields. [5] The learning practice is adjusted to the grade level.

Improving the quality of learning is carried out by principals through various teacher professionalism or supervision techniques. The main goal is to help teachers improve their teaching performance so as to improve student learning. [7] These supervision techniques are individual and group, which includes: class visits, private meetings, routine meetings, school visits, work group meetings, and training and upgrading.Evaluation of learning is carried out by the principal by looking directly at the learning process in class or class visits.

Class visits are scheduled and unscheduled, which is at least once a week, principals traveling from one class to another. [8] The purpose of this visit relates to the attention of the principal to the teacher and assistance to the teacher if they get learning problems rather than looking for teacher errors. This activity is also to control student discipline.

Private meetings are held by [6] the principal as a follow-up to class visits. This meeting is usually done to help the teacher overcome problems in the classroom

where the teacher does not want the problem to be discussed at the teacher meeting. While the formal meeting is a routine meeting between the principal and the teacher which is conducted once a month with the aim of evaluating the implementation of the teaching and learning process in the classroom.

The principal encourages teachers to attend and participate in various inservice training programs, namely workshops, seminars, training, upgrading to renew teacher knowledge in learning. For teacher qualification programs, the school facilitates teachers to follow advanced studies which are prioritized for teachers who still do not have an undergraduate degree. The teacher's interest in continuing at the undergraduate level is very high, even this school already has two teachers with master's degrees.[9] In order for the implementation of teacher coaching to be effective, the principal involves senior teachers to help teachers overcome learning problems. The assistance provides opportunities for teachers to apply various new learning methods that can improve student achievement. [11] The assistance turned out to be effective in increasing teacher awareness of the strengths and weaknesses of learning.

2. SDN 26 Padangsidimpuan

As a supervisor, the Head of SDN 26 Padangsidimpuan carried out various activities to advance his school learning program. Some of these activities include setting goals, participating in learning programs, expecting the best work from the teacher, controlling the implementation of school curriculum and programs. The achievement of objectives is carried out through setting targets that include: increasingly transparent school management; increased collaboration with school committees, class associations, community leaders, relevant agencies, and student guardians; increased teacher discipline and responsibility; optimization of teaching and learning activities characterized by [12] PAKEM, teacher professionalism is increasing; and optimization of school and class autonomy.

In each meeting with the teacher council, the principal emphasizes the quality of education. The principal stated the importance of the material, methods and learning tools used by the teacher according to the curriculum requirements. For material enrichment, the principal along with the teacher and school committee increased the quantity and quality of school and classroom library books. Especially for class libraries, besides allocating funds from schools, the class community also helps to contribute textbooks and general books to their children.

The improvement of the success of the learning program is done through the emphasis on superior learning programs, diagnosing ongoing learning programs, conducting discussions with teachers, and assisting teachers in solving various learning problems in the classroom. The principal encourages teachers to apply various learning models in the classroom and gives the teacher the authority to do their work, for example: the

application of new and innovative learning methods, the use of media and learning evaluation methods. The principal acts as a teacher's work partner in learning.

The efforts of the principal to improve student learning are done through the creation of methods, materials and learning evaluations for teachers from various literatures, research results and various seminars and training. The principal also meets informally with teachers both individually and in groups, and creates a culture of reading fondness among teachers by building a library containing innovative learning books.

Whereas to create effective communication, the principal gives the opportunity for teachers to hold meetings both formally and informally to discuss issues related to learning. This activity provides an opportunity for principals and teachers to be open to each other in evaluating themselves about their respective roles. Whereas teacher professionalism development specifically by the principal is carried out with several supervision techniques. The supervision techniques carried out by principals are individual and group, namely class visits, private meetings, routine meetings, school visits, work group meetings, and training and upgrading.

SDN 2 Padangsidimpuan is one of the core elementary schools in Padangsidimpuan. The school facilitates the teacher by empowering the working groups that have been formed, for example KKKS (School Principal Working Group), MGMP (Teacher Training Meeting). The working group's regular meetings are usually.

In each meeting with the teacher council, the principal emphasizes the quality of education. [13] The principal stated the importance of the material, methods and learning tools used by the teacher according to the curriculum requirements. For material enrichment, the principal along with the teacher and school committee increased the quantity and quality of school and classroom library books. Especially for class libraries, besides allocating funds from schools, the class community also helps to contribute textbooks and general books to their children.

The improvement of the success of the learning program was carried out through emphasis held once a month at SDN 2 Padangsidimpuan and occasionally carried out in turn from one school to another.

As one of the schools used as a government pilot project, teachers at SDN 2 Padangsidimpuan have had many opportunities to participate in teacher competency development programs through various types of training. Almost all teachers have received the latest learning program knowledge. There are even teachers who are assigned as one of the facilitators of national level learning programs.

After all supervision is carried out, the principal and the teacher hold a meeting to discuss the results of the supervision. This evaluation is important in order to find solutions for improving teacher professionalism. The

principal improves the teacher's performance in learning through coaching both internally at school and from outside the school. Many teachers feel helped by this activity.

IV. DISCUSSION

The principal as a supervisor must have extensive knowledge and learning insights. The understanding of the principal on the practice of learning in the classroom can increase his responsibilities as a supervisor where the teacher expects the principal to provide assistance in the learning he does in class. Understanding the practice of principals' learning is carried out with several activities, namely the working group meeting of principals, participation in various scientific activities, training, comparative studies to school. The principal as a learning leader is responsible for the success of the overall learning program. The improvement of the success of the learning program is carried out by the principal through discussion or sharing experiences with teachers, diagnosing learning programs on an ongoing basis and helping teachers solve learning problems in the classroom. To increase teacher professionalism, principals provide guidance and training to teachers, for example classroom action research training. Implementation of coaching and training is carried out in collaboration with experts both from the local education office and with universities.

As for the supervision techniques carried out by the Head of SDN 2 Padangsidempuan SDN 26 Padangsidempuan to improve teacher professionalism including class visits, private meetings, routine meetings, school visits, work group meetings, and training and upgrading. Class visits conducted by principals routinely both scheduled and unscheduled can help teachers solve learning problems in the classroom. One of the characteristics of a strong supervisor is a class visit where the purpose of the activity is to improve supportive and constructive learning for the teacher so that it can improve learning and evaluate teachers. Teacher professionalism improvement was also carried out through two programs, namely teacher competency development programs and teacher qualifications. The teacher competency development program is carried out by involving teachers to participate in various scientific activities, such as seminars, training, workshops. A school principal can plan and monitor opportunities for teacher service development and obtain input from teachers on training materials. The principal actively and supportively helps the teacher learn to use a new learning approach, and sets expectations for curriculum quality through the use of standards and instructions.

While the qualifications of teachers are carried out by taking further studies to the undergraduate level for teachers who are not yet undergraduates. There are three objectives of providing learning assignments to teachers in primary schools: (1) improving the formal qualifications of teachers so that they are in accordance with the national employment regulations and foundations that support them, (2) improving the professional capacity

of elementary school teachers in order to improve the quality of education in elementary school, and (3) developing motivation for elementary school employees in order to improve their performance.

V. CONCLUSION

The principal has a duty to improve the overall success of the school learning program and the progress of teachers and students. This is done by the principal through emphasizing superior learning programs, diagnosing sustainable learning programs, discussing learning programs with teachers, and helping teachers solve learning problems in the classroom. The principal is always willing to assist the teacher in identifying learning goals and sharing ideas and experiences with the teacher about the curriculum and other learning problems. The principal provides professional teacher training with various techniques. The main purpose of coaching is to help teachers improve performance in teaching students, which in turn will be able to improve learning in students. The supervision techniques carried out by principals are individual and group folded. The supervision techniques include: class visits, private meetings, routine meetings, school visits, work group meetings, and training and upgrading.

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