Leadership of the school principle in developing teacher professionalism at SDIT Az-Zahra Sragen

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Abstract: This study aims to describe: 1) Principal leadership in developing teacher professionalism at SDIT Az-Zahra Sragen. 2) Obstacles and suggestion in developing teacher professionalism. This study used a qualitative descriptive approach which was carried out at SDIT Az-Zahra Sragen from January to June 2022. The subjects of this study were the Head of SDIT Az-Zahra Sragen, the informants were vice principal teachers and Al-Falah Foundation Sragen in the field of education. Data collection techniques with the method of observation, interviews and documentation. Data analysis using data collection methods, data reduction, data presentation and drawing conclusions. The results of the study show that: First, the principal of SDIT Az-Zahra Sragen has carried out teacher professionalism well, as evidenced by careful planning, structured management, quality human resource development, and tight control. Second, the obstacles encountered are: lack of motivation, especially teachers who are over 35 years of age to develop their professional competence, teachers do not understand good communication techniques, teachers on leave and many teacher activities outside of school so they take leave. Third, the solution to dealing with obstacles is by holding workshops and training, holding activities to increase social and communication skills, recruiting temporary teachers whose job is to replace teachers who is on leave.

INTRODUCTION

Education is a necessary investment in building the nation's civilization in the future. The development of the country depends on the development of education that is being carried out at this time, because education is able to shape character and direct people to progress, with education humans are also able to answer the challenges of the times (Focacci & Perez, 2022). Besides that, education is a means to mold the younger generation to have good character, noble morals, be able to continue the struggle of their predecessors and have the skills needed for themselves, society, the nation and the state. This is in line with Indonesia Law Number 20 of 2003 concerning National Education System, Article 1 paragraph (1), namely: Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and skills needed by himself, society, nation and state (Rifa'i, 2022).

In educating students, quality education is needed. Meanwhile, to get a quality education, cooperation from various parties is needed, both students, parents and especially teachers as educators in educational institutions. Teachers play an important role in the development of human resources that are superior, skilled, creative, and also with character (Rifa'i, 2022; Triana & Nugroho, 2021). A professional teacher is a determining factor for the success of education in schools, this is because the teacher is the central and source of teaching and learning activities for students, while the curriculum is only a secondary factor in learning because the curriculum implemented depends on the teacher and for the success of education is determined by intelligent teachers. creative and inspiring (Makruf et al., 2022).

There are so many and important roles for teachers in education, but the current problems are the lack of professionalism and discipline of teachers in carrying out tasks while at school, so that we often encounter teachers who only explain material without filling in learning activities with inculcating morals and improvisation in everyday activities, often late to come to the class, plus teachers who are certified and receive certification allowances but not serious about preparing for learning and have not carried out the teacher's duties in a professional manner (Latiana, 2019). Then, when viewed from the teacher's ability, it turns out that there are still teachers who teach with inadequate abilities and do not prepare quality learning, do not master learning materials, lack innovation in using learning methods and models, are less able to motivate students in the teaching and learning process, dominate learning activities, lack of mastery of ICT, while those who have adequate academic qualifications and competence but their performance is relatively low (Sennen, 2017).

This is reinforced by Mulyasa's research conducted in 2014, in dealing with teacher competence and professionalism there are still many problems including: (1) Teachers are not ready to implement learning innovations, and there are many curriculum changes, so teachers tend to apply conventional learning patterns, (2) The teacher certification program does not have a direct impact on student achievement (Mulyasa, 2011), (3) The teacher professionalism program is sustainable, but is not seen as strategic to increase teacher insight and skills, (4) Teachers are involved in practical politics in regional elections which affect teacher performance in learning and relationships between teachers (5) Encouragement and willingness to learn are not yet a priority certified teacher (Sennen, 2017). Sennen also emphasized that there is a relationship between teacher competence and teacher performance, the contribution of teacher competence to teacher performance is 39.69%. So, it can be said that teacher competence can affect the performance of a teacher. If the teacher’s competence is good or sufficient, then the teacher’s performance will tend to be better, conversely if the teacher’s competence is lacking or inadequate, then the teacher’s performance will also tend to be poor.

From some of the teacher deficiencies above, the role of the principal is expected to be able to provide a way out, because the principal is the person in charge of
implementing organizational activities in schools, so that learning is more meaningful and able to achieve educational goals. The principal is the person most responsible for advancing and reversing learning activities at school. The principal is the driving force for the resources in the school, namely moving teachers and employees so that their performance develops and creates quality learning. A teacher will work optimally with the support of the principal's leadership. Because the professionalism of the teacher goes straight with the efforts made by the principal.

**METHODS**

The research used a qualitative research approach. Researchers also tried to explore the principal’s leadership in developing teacher professionalism through a case study, which is a detailed study of a setting, or a single subject or a place for storing documents or a particular event. Meanwhile, Cresswell argue that a case study is an examination of most or all of the potential aspects of a unit or special case that is clearly defined, whether the case is in the form of an individual, family, community health center, home or an organization (Cresswell, 2012). This research was conducted at SDIT Az-Zahra Sragen which is located on Jl. Dr. Sutomo, Sumber Asri, Sine, Sragen District, Sragen Regency from January 2022 to June 2022. Data collection is a method used to obtain valid data in accordance with the facts and conditions in the field. Therefore, researchers used several research methods, namely observation methods, interviews and documentation. Miles and Huberman suggest that activities in qualitative data analysis are carried out interactively and continuously so that the data has reached a saturation point. If the data has reached the saturation point, it means that the data can be presented for further processing. The steps in the data analysis include data collection, data reduction, data display, conclusion drawing/verification (Cresswell, 2012).

**RESULTS AND DISCUSSION**

Leadership is the ability of a leader to convince and move his subordinates to be able to work together as a team to achieve a predetermined goal (Robinson, 2023). Based on the results of this study, the principal's leadership in developing teacher professionalism at SDIT Az-Zahra Sragen has been going well, this can be seen from the program work carried out by the Principal starting from the planning process to controlling teachers, employees, school staff. According to Julaiha (2019) Principal leadership is a leader who is able to guide, direct, invite, encourage his subordinates to develop and improve the quality of education in accordance with Pancasila in achieving educational goals, appointment of school principals in accordance with specified procedures and requirements, such as educational background, educational experience and professional rank attained.

**Principal Leadership in Teacher Professional Development**

Teacher professional development is one of the duties of the school principal. A school principal must at least have the ability to: 1) compile school activity programs, 2) establish work mechanism procedures, 3) carry out monitoring, evaluation, supervision, making reports on school activities. 4) improve and strengthen the discipline of teachers and students (Sennen, 2017). So the principal can be said to be a leader who is able to influence, move, direct and motivate the entire organizational structure, so that the role of the principal is needed in improving the quality of education. Then in the development of teacher professionalism the principal of SDIT Az-Zahra Sragen implements the management principles of planning, organizing, action and controlling.

**Planning Teacher Professional Development**

Planning is the initial activity in a job in the form of thinking about things related to the job in order to get optimal results
Globally, planning is the process of determining where the organization's goals are going, then explaining the strategies, techniques and implementation of the work after planning is well organized. Therefore, planning is the first step in implementing management to achieve goals. The first thing to do to develop teacher professionalism is planning activities.

The planning activity carried out by the school principal is to make a SWOT analysis. SWOT analysis is a tool designed to find out the first S (strength) strengths, the second W (weaknesses) weaknesses and the third O (opportunity) opportunities, T (threats) (Aini, 2017). The principal of SDIT Az-Zahra Sragen has carried out the role of the principal by compiling a SWOT analysis. It is expected that all teachers and employees and stakeholders will make the SWOT analysis as strategy to see the weaknesses, strengths, opportunities and threats of the school organization. After the SWOT analysis has been compiled, the next step is to develop a strategy for planning activities in the annual and medium term. According to Djafri, the principal of a school or madrasah has seven functions that have been established by the Ministry of National Education, abbreviated as EMASLIM, namely: (1) educator (2) manager (3) administrator (4) supervisor (supervisor), (5) leaders (leaders), (6) reformers (innovators) and (7) interest generators (motivators) (Djafri, 2018; Sari et al., 2021). The principal of SDIT Az-Zahra Sragen has developed a strategy for planning activities in 2020 to 2025 and an annual operational structured plan. Meanwhile, for teacher professional development planning, the school principal is prepared in a separate human resource development program and carried out daily, weekly, monthly or yearly.

Organizing Principals in Teacher Professional Development

The process of organizing school principals in developing the professionalism of teachers at SDIT Az-Zahra is to form a school organizational structure by forming deputy heads of schools and staff who help them, then adding administrative staff, counselor, librarians, heads of school clinic then dividing the tasks of teaching teachers, teaching extracurriculars, the Al-Quran teacher, special teams working in the field of student achievement, homeroom teachers, picket officers and others. Teacher professionalism is a teacher who has received special education as a teacher, has special expertise to carry out teacher duties, masters education and teaching as well as other knowledge such as in the use of technology (Nugroho et al., 2022; Zulaiha & Priyana, 2020). With the organization carried out by the principal it is expected that it will be able to develop teacher professionalism so that it is able to achieve school goals optimally.

Mobilization of Principals in Teacher Professional Development

The mobilization carried out by the principal in developing teacher professionalism at SDIT Az-Zahra is also carried out by using and maximizing existing resources, costs, equipment that supports the success of achieving school goals and making it a fairly busy time with various activities and events, such as Education Unit Level Curriculum workshops, training, training by inviting tutors and so on. The role of the professional teacher is as a designer (designer of learning in schools), educator (student personality development), manager (manager of classroom learning), administrator (compiler and implementer of learning administration), supervisor (monitoring student and class conditions), innovator (carrying out creative activities in learning), motivators (provide enthusiasm), counselors (help solve student problems), facilitators (provide technical assistance and instructions), and evaluators (assess student learning outcomes) (Wibowo & Santosa, 2022).

Substantively, the characteristics of professional teachers are listed in the statutory regulations on academic qualification standards and teacher competencies, including: 1) Understanding the characteristics of students from a physical, moral, social, cultural, emotional and intellectual perspective. 2) Mastering learning theory and learning principles in educating. 3) Develop a curriculum in the field of learning being taught. 4) Organizing
learning development activities. 5) Utilizing information and communication technology for the benefit of learning development activities. 6) Facilitate the development of the potential of students to actualize their potential (Nugroho et al., 2021; Zulaiha & Triana, 2021). So that school principals move according to teacher competency standards based on Permendiknas Number 16 of 2007 concerning Academic Qualification Standards and Teacher Competency which is the elaboration of PP No. 19 of 2005 concerning National Education Standards. Namely the standards of pedagogical competence, personal competence, social competence, and professional competence. in the development of teacher professionalism, the teacher competency standards of the SDIT Az-Zahra Principal carry it out as follows:

Developing Professional Teacher Pedagogic Competence

In the development of pedagogical professionalism, the school principal facilitates teachers with Education Unit Level Curriculum and Teacher Working Group workshops where it is expected that teachers will be able to learn together with teachers who are more senior in their respective fields, compiling syllabus, learning program and other administration. Instilling Islamic religious values and providing role models (Uswatun Hasanah) are steps taken by school principals in developing teacher personality competencies (Pairin, 2019). The head of SDIT Az-Zahra also demands that teachers at SDIT Az-Zahra Sragen school carry out independent recitation activities at least one juz in one day, memorizing the Qur’an, tahsinul Qur’an meeting the extended family of SDIT Sragen teachers who are expected to be able to develop personality competencies a teacher who is not only a relationship with fellow human beings but also with Allah. This is in accordance with the opinion expressed by Ghofur, namely the teacher’s duties include educating and teaching Islamic values in life and educating in the human field is not only teaching in class but also being a second parent for students (Gafur & Miskan, 2021).

Developing Teacher Social Competence Professionalism

The 5S program (senyum) smile, (salam) salutation, (sapa) greet, (sopan) polite and (santun) civilized is an activity carried out by the principal in order to develop the professionalism of teacher social competence so that teachers develop the ability to interact well, coupled with tausiyah and tarbiyah activities, student guardian meetings held at school to develop teacher’s confidence in communicating and socializing, school principals are expected to be able to increase the involvement of individual teachers in order to build quality principals, integrate existing information in the school environment, strategies for achieving educational management objectives that are applied, work methods and systems, and performance, in a way that is proportional, comprehensive, and sustainable, and actualize the professional abilities of teachers. The role of the principal as a supervisor in the creation of professional teachers is as follows: 1) creating a conducive institutional climate, 2) creating opportunities and opportunities for optimizing teacher potential, 3) optimizing the role of leadership, 4) implementing clinical supervision (Zulaikah, 2020).

Developing Teacher Professional Competence Professionalism

The Head of SDIT Az-Zahra Sragen in developing teacher professional competence, by sending teachers to take part in teacher professional education and training, teacher working groups, teacher training on IT-based learning. The principal always urges all teachers to pay attention to student attendance, lesson plans, and the syllabus must be handled by the teacher then the principal exercises maximum control to ensure the implementation of these activities (Gafur & Miskan, 2021). After carrying out the activities above, the Principal does not forget to supervise, evaluate and follow up on the activities above, because then mistakes and deficiencies in the process of developing teacher professional competence can be resolved properly.
Controlling Teacher Professional Development

Controlling carried out by the principal of SDIT az-Zahra Sragen is by carrying out supervision monitoring, evaluation, reporting and follow-up activities on teacher performance, so that after these activities are carried out, the principal summons teachers who excel to get rewards and advice for teachers who have high scores. Breaking the rules, the controlling process itself is carried out routinely and conditionally. The principal's function as a supervisor is not an easy task, because he must be responsible for developing, directing, and supervising all the activities of his teachers and employees both during the learning process and outside of learning hours. Maximum controlling and monitoring from the principal will create success in professional performance (Gafur & Miskan, 2021). The principal also asked the vice principal to help in monitoring teachers and as a closing year the school held an school self-evaluation which was attended by all teachers and employees as an annual work program.

Challenge in Developing Teacher Professionalism

Constraints in every process towards a better direction will surely be faced by every person carrying out improvements. Likewise, at SDIT Az-Zahra Sragen there are many obstacles that are faced, but if these obstacles are not resolved immediately, they will become a black point that is difficult to solve. Some of the obstacles that stand out in the development of teacher professionalism include one, the average age of teachers is over 35 years old, at this age teachers, especially SD IT Az-Zahra Sragen teachers experience a period of enjoying results so that there is less motivation to develop further. Second, the teacher's lack of knowledge and understanding of good communication techniques often results in miss communication between teachers, students and parents of students. Third, the large number of female teachers who require leave due to childbirth and teachers carrying out activities outside of school for training, our service and many others, therefore, many teachers having permission. A research also reported that obstacles in the development of human resources are the teacher's lack of personal ability to carry out self-development and improving skills (Tanang et al., 2014). So that with these conditions will hinder the learning process and the process of developing the teacher's professionalism itself.

CONCLUSION

From the results of the research and discussion above, it can be concluded that the leadership of the Principal in the Development of Teacher Professionalism at SDIT Az-Zahra Sragen meets the following ideal leadership criteria:

a. Planning for teacher professional development begins with a SWOT analysis and then a long-term plan is drawn up from 2020 to 2025, then the implementation of teacher professional development is carried out at daily, weekly, monthly and annual intervals with various kinds of activities.

b. Organizing activities for the professional development of teachers by way of compiling an organizational structure and persons in charge of activities.

c. Develop teacher professionalism

d. Controlling teacher professional development is carried out by supervising the evaluation of reports and follow-up reviews on teacher performance as well as providing rewards and advice for teachers who achieve or break the rules and carry out the EDS program of school self-evaluations at the end of each year.

SUGGESTION

To deal with human resource problems, the principal did 1). Sending teachers to take part in activities such as workshops, training, education and training, outreach, KKG and PLPG which indirectly force teachers to develop their
professionalism by themselves, teachers are also required to arrange learning administration such as syllabus and lesson plans so that teacher professionalism continues to develop and is able to develop learning methods through innovations in learning administration, plus activities such as routine gatherings every morning for tausiyah, tarbiyah, coordination meetings and other religious activities so that teachers always carry out teacher professional development independently. 2). To deal with the solution to the lack of knowledge and communication techniques, SDIT Az-Zahra Sragen teachers carry out activities for teachers such as leading morning assembly, playing an active role in parent-parent meetings, attending meetings with school committees and other meetings, so that with these activities the teacher will develop knowledge, and communication techniques so as to be able to solve the problems above. 3). To get around the large number of teachers who have permission or leave, the school principal recruits new teachers with special assignments to replace the duties of teachers who are on leave or permission.

REFERENCES


