

The Roles Of School Principal In Improving Teacher Professionalism In Lombok, Indonesia

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Abstract: *The principal as a leader in an organization has a role in improving teacher professionalism. The formulation of the research problem is the role of the principal, the picture of professionalism of teachers, and the role of the principal in improving teacher professionalism in the sampled school (MA Darussolihin Kalijaga, Lombok, Indonesia). This study aims to describe teacher professionalism and the role of headmaster in improving teacher professionalism. This research uses descriptive qualitative approach with the data were collected through in-depth interview techniques, participatory observation, and document studies. Informants were taken using the snowball sampling technique. Data analysis technique in this research is data reduction, data presentation, and conclusion. The validity of data is checked by means of credibility, transferability, dependability, and confirmability. The results of the study indicate that the roles of school principal are found to be democratic leadership and cooperation, support the improvement of the profession with the innovation of learning process, and involving teachers in school activities teachers. The second roles are noted to be conducting positive communication within and outside the classroom, and intense communication with guardians. Here, teachers are committed to improving faith and piety, responsibility for professional duties, c) Do planning, process and assessment. The third roles cover the roles of enhancing the professionalism of teachers including taking psychological decisions, focusing school programs into the derived vision of school mission, establishing communication with stakeholders, establishing management as a forum to support the proper implementation of the school process, maintaining good reputation. This means that all issues are decided in a kinship manner and a good communication pattern with bottom up approach.*

Date of Submission: 13-06-2018

Date of acceptance: 28-06-2018

I. Introduction

Improving the professionalism of teachers is certainly influenced by many factors including the conditions and workplace environment, various welfare benefits, security, leadership, and work motivation. Maduratna also included praise, appreciation, thanks from the leaders and colleagues.¹ This means that in relation to the development of professional quality of teachers, the school should be able to develop the values that are believed to be the work standard for all school members and in turn expected to show the optimal quality of work in their duties.

Initial finding in this case is presented by Kamilin² who found out that empirically the organizational practice become one of the determinants in an effort to improve the professional quality of teachers which is shown by the attitude and behave in everyday work place both to the principal, teachers and students.

An interesting phenomenon in the sampled school is that many teachers complain that they are not ready to follow the implementation of the new curriculum that is *Kurtilas* (K13). This is due to the limited information obtained by teachers to understand the new curriculum. Information obtained from principals is also lacking, while other sources are limited. Therefore, the teacher as the main actor, no matter how good the technology develops, the success of its implementation depends on the teacher in the learning process. Likewise the leadership of the principal with Islamic values will clearly give the teacher awareness of the tasks and responsibilities in the work, but leadership values such as the development of innovative learning models have not been applied in the sampled school.

It is also found that principals create a conducive school climate, motivate, empower teachers through cooperation, involve the teachers in teacher training, encourage the teachers in decision making, open two-way communication, set an example or become the models for the teachers, as well as develop innovative learning models, physical and working atmosphere.¹ In other words, in order to optimize professional quality, teachers should start with a positive perception toward the style and quality of the principal's leadership. Thus organizational culture becomes one of the key factors in improving teacher professional quality.

Mishan³ found that teacher work motivation and organizational practice are factors that can influence performance of the teachers which can be seen from the work ethic and the work result of the teachers. Meanwhile, Zubaidah and Ayuningtyas⁴ found that organizational practice in school correlated with the improvement of students' motivation and achievement as well as job satisfaction and teacher professionalism related to teacher competence that is professionalism.

Furthermore, Regulation of the Minister of National Education Number 28 of 2010 Article 12 on Teacher Assignment as Head of School / Madrasah states that teachers who are given additional task as principal are assessed on a regular basis yearly and cumulatively for 4 years which will be the basis for promotion or demotion concerned. In line with the improvement of public demand for school accountability, there is also a growing demand for principals' performance. The principals are expected to perform their main duties and functions as a manager and leader. As education leader in school, the principal has full responsibility for developing all school resources. Usman, et al⁵ found that the effectiveness of the principal's leadership depends on the ability to cooperate with all school members, as well as the ability to control the management of the school to create the learning process.

All these presented findings suggest that there should be a substantial further study on the role of school principal in improving teacher's professional performance. This current study was focused on the analysis of the contribution of the school principal in the Islamic Secondary School in prompting the need to improve the quality of teachers' professionalism not only in the teaching and learning processes but also in the school management.

II. Materials And Method

This study used a qualitative approach using an exploratory case study in which it is intended to answer the "how and why" by using participant observation technique. The data in this study were obtained through interviews, observation, and documentation. The sampling technique used is Snow-ball sampling technique. Subjects who became informants in this study were the Principal, deputy of curriculum stakeholders, deputy of students' affairs, deputy of public relations, deputy of facilities and infrastructure, head of administration, teachers, students, and the guardians of the students.

Data collection techniques in this study were: (1) Unstructured Interview, (2) participatory observation, (3) documentation study. The data analysis consisted of three activities that occur simultaneously namely: data reduction, data presentation, and conclusion or verification.

The roles of school principal in MA Darussolihin Kalijaga in the development of organizational culture are: a) Providing role models for all school members, and b) Developing innovative learning models.

In addition, Government Regulation No. 19 Year 2005 on National Education Standards "Professional competence is the ability of mastery of learning materials widely and deeply" which includes: (a) scientific, technological / art concepts, structures, and methods with teaching materials; (b) teaching materials present in the school curriculum; (c) conceptual relationships among related subjects; (d) application of scientific concepts in everyday life; and (e) competing professionally in a global context while maintaining national values and culture.

According to Samani⁶ the complete figure of professional teacher competence includes: first, ability to deeply recognize the students served, second, the mastery of the field of study in science and education, the ability to package educational learning materials, third, the ability to organize educational learning which includes: a) learning design, b) implementation of learning, c) assessment of process and learning outcomes, d) utilization of results assessment of the process and learning outcomes as a trigger for continuous improvement, and fourth, continuous professional development. These four areas of competence can be viewed in terms of knowledge, skills, and attitudes that are a unified whole but have two inseparable dimensions of academic dimensions (academic competence) and professional dimensions (professional competence). Academic competence is more concerned with conceptual, technical / procedural, and factual knowledge, as well as positive attitudes toward the teaching profession, while professional competence is concerned with the professional application of knowledge and professional development actions. In accordance with its nature, academic competence is obtained through university-level academic education, while professional competence is obtained through professional education.

III. Results

The results of this current study are summarized in the following points.

1. The roles of the school principal

- a. The improvement of professionalism of the teachers through cooperation: Leadership was found to be a democratic leadership in which the headmaster was part of a working group that seeks to be responsible for the implementation of common goals, and includes all teachers.

- b. Teachers are given the opportunity to improve their profession: teachers are strongly supported by the principal in improving their profession by innovating in the learning process.
- c. Teachers are required to participate in school activities: in every meeting, usually there were new innovation ideas that will be developed, tough discussion usually occurs in the meeting which is part of the effort to find the right formula in the development of the teacher profession.

2. Improving the professionalism of teachers

- a. Ability to know the students deeply suggests that some teachers understand the learning styles of students; make positive communication outside the learning process; cooperation with the homeroom, and the guardians. The school also invites the guardians on the students' admission which is intended to provide information for the new students regarding the conditions of the school, as well as to build positive communication between school and community.
- b. Mastery of knowledge according to the qualifications means that teachers have talent, interest, and passion, as well as idealism in their own discipline. In addition, teachers are committed together in improving the quality of education and the visions of school. The teachers are almost 92% have educational backgrounds which are appropriate to their discipline; and all teachers are required to be professionals in the learning process.
- c. Ability to organize a fun lesson indicates that all teachers design lesson plan in accordance with the current curriculum. The lesson plan is made base on the result of the teachers deliberations and developed by the teacher according to the conditions of the school. Every assessment of learning process is done on daily test, the middle of semester, and the end of semester. Each student's learning outcomes are used as the next learning evaluation.

3. The role of principal in improving the professionalism of teachers

- a. Individual initiative suggests that any decision making is based on the deliberation of all the members of the school, whether it is a problem that occurs between individual teachers and groups of teachers.
- b. Tolerance means that, in every problem, the decision-making is always done through deliberation because whatever the risk of the decision that has been taken is shared among the members of the school, except the things that are urgent.
- c. Directions indicates that all school programs are based on the mission and vision of the school.
- d. Integration suggests that all works are carried out together. The school communicates with stakeholders in planning, implementing, supervising, and evaluating the existing programs at school.
- e. Management support implies that all activities are strongly supported by school principals and school management, that is school administration personnel as a forum to support the implementation process of good schools.
- f. Control means that any form of school activities and programs are always under the control of the principal.
- g. Identity suggests that the members of the school must have maintained the good name and dignity of the school.
- h. The reward system means that all employees are rewarded with enough salary compared to other schools.
- i. Tolerance to conflict implies that any events that occur in school either conflict or problem is handled based on deliberation.
- j. Patterns of communication means the relationship has entrenched good communication patterns with top down bottom up.

Upon the identification of the findings above, this study attempts to described each of the findings above in the following points.

IV. Discussion

1. The role of the school principal

The principal's roles are: a) Empowering educational personnel through cooperation and embracing democratic leadership, b) very supportive in improving their profession by innovating in learning process, and teachers have been able to independently arrange syllabus and lesson plan based on regulation and real condition in schools which is assisted by teachers' meetings, c) Encourage the involvement of the teacher in providing ideas in the preparation of innovative work plans.

The findings are supported by Usman et al.⁵, in which they stated that the principal is said to be professional if the principal: 1) has personal honesty and integrity; 2) strive to achieve goals with rationally determined targets; 3) have a strong motivation to achieve success with high quality standards; 4) love and have a positive attitude to the profession which, among others, is reflected in the professional behavior and responses of people associated with the profession / work; 5) have visionary views; and 6) become agents of change. As

confirmed by Wahjosumidjo⁷ that the school principal acts as a communicator in the school environment; 2) Acts and responsible for all actions undertaken by his/her subordinates, 3) Principal make difficult decisions.

2. Improving the professionalism of teachers

Government Regulation No. 19/2005 on National Standards of Education "professional competence is a broad and deep mastery of learning materials" which includes: (a) scientific, technological / artistic concepts, structures, and methods in teaching materials; (b) teaching materials present in the school curriculum; (c) conceptual relationships among related subjects; (d) application of scientific concepts in everyday life; and (e) competing professionally in a global context while maintaining national values and culture. This means that the complete figure of professional teacher competence includes: first, ability to deeply recognize the students.⁸ Second, the mastery of field of study in science and education, that is the ability of packing educational learning materials. Third, ability to organize educational learning which includes: a) learning design, b) implementation of learning, c) assessment of process and learning outcomes, d) use of assessment results on process and learning outcomes as a trigger for continuous improvement. Fourth, continuous professional development.

In the case of the professionalism of teachers, the following points present the description of findings which cover (a) the ability to deeply recognize the students: positive communication in the learning process and outside the classroom, intense communication between teachers and guardians; (b) mastery of the field of study in science and education: Teachers are very committed to improve the progress of school especially on the case of IMTAQ, teachers have academic qualifications according to their fields, and have responsibility and obligation in performing professional duty; (c) ability to organize educational learning. Here, all teachers undertake lesson planning as outlined in the lesson plan in accordance with existing syllabus and curriculum, usually there is a basic arrangement with teachers council. The school conducts assessment, daily test, mid test, final exam, national-standard exam, computer-based national exam, and remedial for students, teachers use the result of the assessment for continuous improvement.

3. The role of the principle in improving teacher professionalism

It should be noted that the tasks of a professional school principal are: to build up compact/cohesive and intelligent teamwork, to link and strengthen the function and the role of his/her members, to foster solidarity/cooperation/collaboration without sense of competition which is intended to form a collective climate that can guarantee the certainty of the output of the school.⁹ The principal creates situations that can foster creativity and provide an opportunity to experiment which is intended to produce new possibilities, although the results are not always true (false). Furthermore, Hartini, in line with Arifin, confirmed that in order to be a professional teacher, the teacher must recognize and aware of his profession, become a member of the profession, acknowledge and execute professional codes that appear in the effort to develop the profession and science, self-development and recognizing as well as respecting the norms of the religion, self-development and profession arise from within the self-concerned, participate in utilizing communication tools with between members and with institutions outside the professional organization, can work together with members and other professional organizations both as individuals and within the framework of the organization.^{10 11}

Based on the findings, the roles of the principal in improving teacher professionalism are (a) Individual initiative: to take decisive decisions by considering the psychological consequences and risks of each individual; (b) tolerance: the decision-making is always done through deliberation because whatever the risk of the decision that has been taken is shared among the members of the school, except the things that are urgent; (c) Directions: All school programs are based on the mission and vision of the school; (d) Integration: All work is carried out together. The school communicates with stakeholders in planning, implementing, supervising, and evaluating the existing programs at school; (e) Management Support: All activities are strongly supported by school principals and school management, that is school administration personnel as a forum to support the implementation process of good schools; (f) Control: Any form of school activities and programs are always under the control of the principal; (g) Identity: All the members of the school must have maintained the good name and dignity of the school; (h) The reward system: All employees are rewarded with enough salary compared to other schools; (i) Tolerance to conflict: Any events that occur in school either conflict or problem is handled based on deliberation; j) Patterns of communication: the relationship has entrenched good communication patterns with top down bottom up.

V. Conclusions

The roles of the school principal are very democratic which can be seen from the existence of teachers who do not follow the principles (vision and mission) of the school. The school principal is very supportive in improving their profession by innovating in learning process, especially in the form of involving teachers in school teacher environment, giving ideas, reinforced with funds/budgets to innovate in learning and foster student motivation.

Improving the professionalism of teachers covers all attempts to conduct positive communication in the learning process as well as outside the classroom, and encouraging teachers to build up an intense communication with the guardians. The professionalism of the teachers is also indicated by the attempts to build up responsibilities and obligations in carrying out professional duties, to encourage the teachers to undertake lesson planning arranged with teachers' council, conduct assessment, and remedial for students in which the results of the assessment are used continuous improvement.

The roles of the school principal in improving the professionalism of teachers can be clearly indicated in the decision making where the decisions are made based on the meetings with the member of the school. The school program is derived from the vision and mission of the school. In this context, teachers are found to actively build up communication with the stakeholders in planning, implementing, supervising and evaluating school programs; e)uniting school principals and school management to be a forum for supporting the proper implementation of schools. Controls from the principal are maintained and performed by maintaining good reputation and dignity of the school, providing considerable salary compared to other schools, and maintaining good communication pattern with bottom up approach.

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Asmui, "The Roles Of School Principal In Improving Teacher Professionalism In Lombok, Indonesia" *IOSR Journal of Research & Method in Education (IOSR-JRME)* , vol. 8, no. 3, 2018, pp. 21-25.