



THE ROLE OF A PRINCIPAL IN DEVELOPING THE PROFESSIONALITY OF TEACHERS AT SMP NEGERI 10 IN TANJUNGBALAI

Ubat

SMP N 10 Tanjungbalai, Indonesia
ubathayati5@gmail.com

DOI : <https://dx.doi.org/10.30829/tar.v29i1.1383>

ARTICLE INFO

Article History

Received : April 23, 2022
Revised : June 17, 2022
Accepted : June 24, 2022

Keywords

Role,
Development,
Principal,
Teacher Professionalism

ABSTRACT

This study aims to describe the planning, supervision, role, and actions of a school principal in developing teacher professionalism at SMP Negeri 10 in Tanjung Balai. This research follows qualitative research methods, and the triangulation technique is used to obtain the data through observation, interviews, and document studies. The results of this study indicate that the planning carried out by the principal is to create criteria for the acceptance of new staff, to create a teacher work program per quarter, and to save school funds. The supervision carried out is formative and summative model supervision, which is carried out periodically every week in the classroom by paying attention to the way the teacher teaches. Extrinsic motivation carried out by school principals in motivating their teachers is by praising the teachers, being respectful to teachers, listening to teacher complaints, following up on teacher complaints, and providing training in the IT field. Meanwhile, the intrinsic motivation is that when teachers cannot attend the training, the teachers can learn from their colleagues so that the teacher can continue to improve their abilities.

Introduction

Indonesia, which organizes education, certainly has its philosophy and ideology in the development of the world of education. In general, the micro goal of national education is to form an autonomous educational organization, so that it can innovate in education. However, at this time national education is faced with various problems, one of which is the professionalism of teachers.

Advances and technological developments in the era of globalization and information have encouraged the Indonesian people to create qualified human resources. Quality human

resources have a very important role in carrying out development in all fields, so it is hoped that the Indonesian nation will be able to achieve excellence in producing quality work and be able to compete with other nations.

To improve human resources, the world of education has a very important role, especially in preparing a new generation that can become the successor and implementer of development in all fields. The quality of education can be achieved if all components of education can run according to their roles. One component of education that has a strategic role in improving the quality of education in the school environment is the leadership role of the principal. The principal is responsible for the success of the performance of teachers through the smooth implementation of the teaching and learning process in school that is also responsible for improving student achievement.

Therefore, a school is an organizational institution that regulates the activities of the learning process. This illustrates that the process of implementing education in schools is a maturing process involving the principal. Therefore, the principal is required to have good performance. Indonesia is based on the Pancasila philosophy. This means that every good citizen should live and practice the Pancasila, especially education leaders. They have a strategic position in the world of education and society. Therefore, they are required to have leadership based on religious teachings, have faith and piety, and based on Pancasila, so that their attitudes and behavior reflect commendable morals and attitudes according to religious teachings and Pancasila.

By Law Number 20 of 2003 Article 3, it is stated that the functions and objectives of education are: national education aims to develop capabilities and shape the character and civilization of a dignified nation in the context of educating the nation's life, aiming to develop the potential of students to become human beings who have faith and piety to the nation.

The leader's activities are in charge of selecting, receiving, regulating, and equipping school staff and managing all activities in the school. The leadership role of the principal in carrying out his duties as a true leader is fair to his subordinates, especially the problem of teacher performance, so it can be said that the principal can improve the profession and performance of teachers, and teachers can appreciate themselves for supporting the performance of the principal so that there is reciprocity, giving each other good motivation. better, and can carry out their duties with full responsibility, especially the head of the school in improving the performance of teachers with good achievements.

Factors that can affect the performance of the principal in carrying out his duties are the encouragement within the principal to excel, the principal will always make standardized performance and improvements. The school principal's leadership in carrying out his duties is always oriented to the school's mission as well as the implementation of all activities that must be planned and included in the school program. Therefore, the principal as a leader is expected to carry out his duties as an administrator, manager, school leader, and supervisor.

Thus, the principal is required to have the sufficient ability or performance to take initiatives that have a strong commitment and motivation to improve the quality of teacher and school performance maximally. Thus, the principal's program is deemed necessary to be implemented to improve the quality of teachers and education in the future.

Educational leadership carried out by school principals should be concerned because this information is an indicator in determining high levels of productivity. The productivity of school organizations can be determined through research on the effectiveness of the leadership a leader. Principals are usually directors of experienced, good-natured teachers who have received training and professional development.

The position of the principal is an additional task, it is said that the principal is a teacher who is appointed by the superior unit because he/she has high credibility compared to other teachers in the school environment. The main credibility of a principal is his credibility of leadership and scholarship which is better than other teachers because he can perform well in carrying out educational tasks.

With experience and knowledge that is superior to other peers, the principal can implement management functions, ranging from planning, organizing, monitoring, and assessing. School management is no different from management principles in general, namely starting from planning, realizing plans, and conducting periodic evaluations of what has been implemented following the predetermined plan.

Research Method

This study follows a qualitative research approach which is often used and carried out by a group of researchers in the social sciences, including educational sciences. Qualitative research is carried out to build knowledge through understanding and discovery. A qualitative research approach is a research and understanding process based on methods that investigate a social phenomenon and human problem. In this research, the researcher makes a complex

picture, examines words, reports detailed views of the respondents, and conducts studies in natural situations.

Qualitative research is carried out under natural conditions and is inventive. In qualitative research, the researcher is the key instrument. Therefore, researchers must have broad theoretical and insightful provisions so they can ask questions, analyze and construct objects under study to be clearer. This research emphasizes more on meaning more and is bound by values.

The essence of qualitative research is observing people in their environment interacting with them, trying to understand their language and interpretation of the world around them, and approaching or interacting with people related to the research focus to try to understand, explore their views, and experiences to get information or data required.

In Qualitative research, the researcher is a key instrument in collecting data and interpreting the data. The instruments for data collection are usually direct observation, interviews, and document studies. While the validity and reliability of the data used triangulation using the inductive method, the results of qualitative research focused more on meaning than generalization.

Results And Discussion

The Principal's Plan in Developing Teacher Professionalism at SMP Negeri 10 in Tanjungbalai Selatan District, Tanjungbalai

The findings of the research indicate that the plan carried out by the principal in developing the professionalism of teachers at SMP Negeri 10 Tanjungbalai, the principal as a leader in the education unit is one of the indicators of improving teacher performance. Principals are the driving force for madrasah resources in the process of achieving educational goals, so it can be said that the success or failure of a school is largely determined by the quality of its principals, especially in its management process and how it empowers teachers. Therefore, as a school principal, you must have careful planning to achieve your goals.

In the planning process, several things need to be considered by a school principal, first, namely determining the strategies that will be used by the principal himself, policies that must be made and implemented, and work programs that must be implemented. The principal of SMP Negeri 10 in Tanjungbalai has carried out the planning process well, as seen from his strategy in every implementation. One of which is saving funds in the administrative process.

The principal does not recruit administrative staff because the principal assumes that administrative work can be done by him and his deputy. Then the teacher's work program has been set.

In planning activities, the attitude of the principal of SMP Negeri 10 Tanjungbalai is to make criteria for the acceptance of new members such as prospective teachers, having a minimum education of S1, and memorizing short surah of the Qur'an. Then the principal also cares about the teacher's complaints, and he also gives the impression that all of them in the school are equally struggling to provide optimal results for the progress of the school.

From the observations of the principal, the principal always tries to pay attention to the teachers and invites teachers to work together, it can be seen from the guidance and training provided to the principal for the teacher, and the principal also gives the impression of a comfortable and conducive work so that school goals can be achieved and produce great outcomes.

Professional teachers are those who have professional abilities with various competencies that must be possessed by teachers or educators. Generally, three characteristics of professionalism must be fulfilled by teachers, namely: teacher expertise, teacher skills, and teacher commitment. Thus, the contribution of the principal's leadership in improving teacher professionalism can be seen from the extent to which the teacher's improvement in the three things above during the principal's leadership takes place.

The increase in the expertise of teachers can be seen from the increase in professional competence or an increase in the placement and assignment of teachers according to their expertise. The principal of SMP Negeri 10 Tanjungbalai has implemented short, medium, and long-term program plans. Among the planned programs, especially those that are directly related to increasing teacher resources, are the academic competence of teachers in the form of their education level.

Likewise, the principal of SMP Negeri 10 Tanjungbalai has determined the quality standards of learning evaluation, including the form of assignment of students based on basic abilities, namely the assignment of students to basic ability standards, namely the assignment of material (content objectives). Methodological assignments (methodological objectives), and skills assignments that are applicable in everyday life (life skill objectives). In other words, the assessment is directed at two aspects of learning outcomes, namely instructional effects (visible results from the learning process), nurturing effects, and instructional effects (latent outcomes of the learning process, such as the formation of reading habits, problem-solving habits).

The principal of SMP Negeri 10 Tanjungbalai also measures the performance of PAI teachers through the results of the evaluation of learning that has been carried out. The evaluation value obtained by students must be after the KKM because the KKM score is one of the benchmarks for the success of a teacher's learning, whether it is theoretical or practical. This is proven by the continuous improvement of teacher skills in teaching.

Teacher skills are the ability of a teacher to convey or teach their knowledge to students effectively and efficiently. Pedagogic competence is the ability to manage student learning. Teachers in this case must be able to plan learning systems, implement learning systems, evaluate learning systems and develop learning systems. Social competence is the ability of teachers to communicate and interact effectively and efficiently with students, fellow teachers, parents, and the surrounding community.

Teachers do not just come, enter the class and deliver class lessons, but teachers are expected to develop learning methodologies and be able to develop a learning culture for students. Thus, students are motivated to learn, long for school and thirst for knowledge, and can learn effectively and efficiently. Realizing teacher skills in the form of increasing pedagogic competence and social competence as above is highly dependent on the professional efforts (professional efforts) of a teacher as measured by teaching activities, dedication, and research from the teacher concerned. This improvement can be pursued through seminars or special education.

During the learning process, if there is an empty class because the teacher does not enter without prior notification, he usually enters immediately or asks the teachers on duties to enter the class. The principal at every opportunity, especially in teacher council meetings, always encourages teachers and employees to maintain discipline in carrying out their duties.

Programs, policies, and efforts to improve teacher discipline carried out by the head of the madrasa during his leadership can be said to be unable to produce maximum results. This is evidenced by the documentation of teacher attendance, an illustration can be obtained that during the past year the teacher attendance rate can be carried out according to what was programmed by the principal. The principal of SMP Negeri 10 illustrates that teacher discipline in attending to teaching can be further improved.

Based on the explanation above, it can be seen that the principal's leadership has tried to make a maximum contribution to improving the professionalism of the teachers of SMP Negeri 10 Tanjungbalai. The maximum contribution can be seen from the aspect of increasing teacher expertise, namely increasing professional competence, increasing teacher skills

including increasing teacher personality competence which is reflected in the level of teacher discipline in the learning process.

A good leader is a leader who can carry out the functions and leadership of his members or groups well. School leaders can be said to be successful when they can carry out their functions and leadership roles well for all school members, both teachers, students, and all school members.

The teacher is an important factor in the learning process so teacher problems can become problems if they are not managed properly. It is necessary to be prepared to face the challenges ahead by developing patterns such as creativity, adaptiveness, and innovation, to manage and develop.

In the context of learning, planning can be defined as the process of preparing learning materials, using learning media, assigning learning approaches or methods, and assessing in a time location that will be carried out at a certain period to achieve the specified goals. Planning can be useful for teachers as self-control to improve the way of teaching and all of that is already in the RPP.

The role of the school principal occupies an important position. Although it does not involve all elements of the school, at least the principal has formed a school development team that represents all elements, including teachers. The team consists of parents, teachers and staff, and developers. This is where together with the principal formulate and compile the school's annual program. In preparing this program, it seems that a participatory approach was applied by the principal. This can be seen in the program preparation process, which begins with exploring and gathering input and opinions from teachers, employees, and other related parties, which are then used as material for consideration in program preparation. After the program draft has been compiled, it is still discussed in plenary meetings with the school committee to obtain input, feedback, and improvements. Thus, the role of the principal, in this case, is to form a school development team that represents all elements, including teachers.

1. Semester Program

This semester's program contains things to be implemented and achieved in that semester. The semester program of this subject contains basic competencies, subject matter, indicators of learning success, learning experiences to be achieved, time allocation and resource assessment system, materials, and tools included in the program.

2. Learning Plan Program.

The lesson plan program is a preparation carried out by an educator in every teaching. Each educator makes a lesson plan whose content is by the existing curriculum concept.

In learning planning, the syllabus and lesson plans are one of the most important things in learning preparation. Both are the benchmarks for the quality and capability of an educator in carrying out their profession, in this case, the teacher.

In the first planning, the competencies that will be realized in learning activities are determined. RPP and syllabus are not only based on the format but are seen when the teacher practices the planning in the learning process, then the results are seen through the students' scores which can describe the achievement of goals and mastery of competencies by students.

Thus, it is focused on the problem of learning planning in the form of lesson plans and syllabi whether it is by the specified standards or not. The lesson plans and syllabus that are by the standards are certainly more helpful for teachers to achieve effective learning than those that do not meet the standards.

3. Education Calendar

The education calendar made by the school comes from the results of the deliberations on the work of the curriculum development team coordinated by the vice head of the curriculum. In determining the educational calendar, it is determined based on the efficiency and effectiveness of teaching and learning activities in schools. Thus, the learning objectives can be realized effectively and efficiently. Establishing a program for improving teacher performance capabilities is needed to overcome deficiencies, weaknesses, difficulties, and problems that are often owned or experienced by classroom teachers and subject teachers.

Formulate the objectives of the teacher performance improvement program which are expected to be achieved at the end of the development program. The formulation must be operational so that its achievement can be easily measured at the end of the program implementation. The design materials and media should be determined to improve the performance abilities of classroom teachers and subject teachers.

the form and assessment instrument should be developed to measure the success of the program for classroom and subject teachers, and prepare and allocate a program budget for improving the performance ability of classroom and classroom teachers.

The implementation of learning is a process of lesson plans that have been previously designed. It is required to maximize its role and ability in facilitating, directing, and empowering the potential of students so that the potential hidden in each student can be maximally empowered as well. Analysis of the observation of the learning process in the

classroom. The implementation of learning at SMP Negeri 10 Tanjungbalai is carried out with the following steps:

- a) The implementation of learning is based on the potential development and conditions of students to master the lesson.
- b) Learning is carried out in a conducive atmosphere so that the relationship between educators and students respects each other.

The approach is carried out with a multi-strategy and multimedia approach, adequate learning resources and technology, and the use of the surrounding environment as a learning resource.

The Supervision of School Principal in Developing Teacher Professionalism at SMP Negeri 10 in Tanjungbalai Selatan, Tanjungbalai.

One of the reasons why the principal is a factor in teacher improvement is because the principal can carry out supervision in the school environment which has become his duty. In addition to supervising, school principals should be able to provide solutions to teachers in every obstacle they face in the teaching and learning process.

Supervision carried out by the principal is expected to be an encouragement for teachers to continue to improve their professionalism as appropriate. Thus, the role of the principal as a supervisor is an important indicator of the professionalism of the teacher in the school he leads, and cannot be separated from the role of the innovator who in addition to providing supervision also provides innovations, for example in learning methods so that the desired changes occur.

Principal Actions as Motivators for Teacher Professionalism at SMP Negeri 10 Tanjungbalai Selatan, Tanjungbalai

Motivation or encouragement is important to improve teacher performance because basically someone who has good performance and is praised or rewarded by his superiors will tend to work well and improve his performance. Someone who has a need or achievement motivation is a necessary human resource in achieving success. Therefore, as a school principal, he must be wiser in motivating his teachers.

Extrinsic motivation is carried out by the principal at SMP Negeri 10 Tanjungbalai in motivating his teacher. The motivation is in the form of praising because he realized that someone likes to be praised, appreciated, heard, and recognized. He also always respects every

teacher's opinion at meetings. Motivation is also done by providing training that can build teacher insight and can also build teacher character for the better.

Conclusion

Based on the description of the data and discussion of research results regarding the role of school principals in developing teacher professionalism at SMP Negeri 10 Tanjungbalai. After observing and examining the results of interviews and documentation studies, it can be concluded that the principal's planning in developing teacher professionalism at SMP Negeri 10 Tanjungbalai is starting by planning to recruiting new teachers. In recruiting new teachers the principal determines or makes criteria, and for prospective teachers. Those who have these criteria can work at the school, for example, a minimum education of S1 and memorizing short suras for Muslim teachers. In addition, the principal also provides training in the IT field because the principal is aware that 80% of his teachers still do not master IT. The principal also planned to develop a good implementation of the 2013 curriculum. Planning is also done by saving school funds, namely the principal and deputy principal who do administrative work, there is no special administrative staff.

The implementation of the supervision of the principal in developing the professionalism of teachers at SMP Negeri 10 Tanjungbalai is carried out regularly, namely every semester. The implementation of supervision is carried out with a formative and summative supervision model, namely the principal directly enters the class paying attention to the way the teacher teaches, and this process is carried out continuously. The principal as a supervisor in the school also gives advice or input to teachers after completing supervision and gives freedom to teachers to apply new teaching methods so that students are more enthusiastic about receiving lessons.

Actions are taken by school principals in improving teacher professionalism. These actions are done by coaching, individual meetings, creating a feeling of togetherness and kinship, and sending teachers to academic activities in the form of teacher training, seminars, MGMP, and direct and indirect supervision. Direct supervision is carried out in the form of direct inspections, conducting observations, and reports. Meanwhile, indirect supervision is through mechanical control, for example in the form of verbal and non-verbal reports and others. The principal also motivates and praises teachers for their performance and always builds good cooperation.

References

- Danim, Sudarwan. (2002). *Inovasi Pendidikan dalam Upaya Peningkatan Profesionalise Tenaga Kependidikan*. Bandung: CV Pustaka Setia.
- Emziran. (2008). *Metodologi penelitian Tindak*. Jakarta: PT. Raja Grafindo Persada.
- Fattah, Nanang. (1996). *Landasan Manajemen Pendidikan*. Bandung: Penerbit PT Remaja Rosdakarya.
- Hasibuan, HS. (2006). *Fungsi-fungsi Manajemen pada Madrasah*. Padang: Makalah, Universitas Negeri Padang.
- Nasrudin, Endin. (2010). *Psikologi Manajemen*. Bandung: Pustaka Setia.
- Fattah, Nanang. (1996). *Landasan Manajemen Pendidikan*. Bandung: Penerbit PT RemajaRosdakarya.
- Syafaruddin, dkk. (2010). *Kepemimpinan dan Kewirausahaan*. Medan: Penerbit Perdana Publishing.