

The Principal's Role in Improving Teacher Professionalism at Madrasah Ibtidaiyah Negeri

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ABSTRACT. This study aims to present or find a description of the principal's role in improving teachers' professionalism at Madrasah Ibtidaiyah Negeri (MIN) 03 Kepahiang. The method used in this study is a qualitative method with a descriptive approach. Data was obtained and collected through interviews and observations. The data analysis technique used to obtain valid data uses data reduction (summarizing), data presentation (a collection of information), and concluding (whole description). The conclusion obtained from this research is that the principal's role in improving teachers' professionalism at Madrasah Ibtidaiyah Negeri (MIN) 03 Kepahiang has a role as a manager, educator, motivator, and supervisor. Efforts made by school principals are to provide coaching and training such as professional teacher training (TPT), as well as assigning tasks according to expertise in their respective fields. The principal's efforts in improving teachers' professionalism are carried out to realize the goals, vision, and mission of education. The principal's role in increasing teacher professionalism uses participatory and situational leadership styles. Teachers can develop their abilities according to their respective competencies without being limited; there is the provision of coaching and training that will be followed by teachers at Madrasah Ibtidaiyah Negeri (MIN) 03 Kepahiang such as teacher professional education training (TPT), as well as collaboration between teachers and students.

Keywords: *Leadership, Principal, Teacher Professionalism.*

ABSTRAK. Penelitian ini bertujuan untuk mengemukakan atau menemukan gambaran tentang peran kepala sekolah dalam meningkatkan profesionalitas guru di madrasah ibtidaiyah negeri (min) 03 kepahiang. Metode yang digunakan dalam penelitian ini yaitu metode kualitatif dengan pendekatan deskriptif. Data yang didapat dan dikumpulkan melalui wawancara serta observasi. Teknik analisis data yang digunakan untuk mendapatkan data yang valid menggunakan reduksi data (merangkum), penyajian data (sekumpulan informasi) serta penarikan kesimpulan (penggambaran yang utuh). Adapun simpulan yang diperoleh dari penelitian ini adalah peran kepala sekolah dalam meningkatkan profesionalitas guru di madrasah ibtidaiyah negeri (min) 03 kepahiang mempunyai peran sebagai manajer, edukator, motivator serta supervisor. Upaya yang dilakukan kepala sekolah adalah dengan mengadakan pembinaan dan pelatihan seperti pelatihan profesi guru (ppg), serta memberikan tugas sesuai dengan keahlian di bidangnya masing-masing. Upaya kepala sekolah dalam meningkatkan profesionalitas guru tersebut dilakukan demi terwujud nya tujuan serta visi dan misi suatu pendidikan. Peran kepala sekolah dalam meningkatkan profesionalitas guru menggunakan gaya kepemimpinan partisipatif dan situasional. Para guru dapat mengembangkan kemampuannya sesuai dengan kompetensinya masing-masing tanpa di batasi, adanya pengadaan pembinaan serta pelatihan yang akan diikuti oleh para guru di madrasah ibtidaiyah negeri (min) 03 kepahiang seperti pelatihan pendidikan profesi guru (ppg), serta melakukan kerjasama antar guru maupun kepala sekolah..

Kata Kunci: Kepemimpinan, Kepala Sekolah, Profesionalitas Guru.

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INTRODUCTION

Based on Law Number 20 of 2003 Article 3 concerning National Education, which functions to develop capabilities and shape the character and civilization of a dignified nation in order to educate the nation's life. The goal is to develop the potential of students to become human beings who are faithful and pious as well as noble, knowledgeable, capable, independent, creative and become democratic and responsible citizens **(Budiarto & Salsabila, 2022; Sri Budi Herawati, Suryadi, Warlizasusi, & Aliyyah, 2020)**.

Education is useful for the formation of the character of a civilization and progress. Besides that, education is a very important vehicle for printing the young generation. Because, without good and quality education, the younger generation will be threatened not in accordance with the progress of the times that are increasingly developing. To get quality education, all competent parties including school principals and teachers must work hard to give their best in advancing their education **(Japaruddin et al., 2020; Mulyatun Nikmah, Dedi Irawan, & Aidil Azhar, 2020)**.

Teachers are education, especially those related to the activities of the learning process. Without the role of the teacher, the learning process will be said to fail. Therefore, in education management the role of teachers in efforts to succeed in education is always improved and teachers' performance and work performance must be improved to produce the quality of education **(Rosidah, Jalil, & Muslim, 2020)**. A teacher in carrying out his duties is sometimes determined by assessing his performance. Assessment of performance is an important factor to improve teacher performance and job satisfaction **(Rofiq & Nadliroh, 2021; Surya & Rofiq, 2021)**

In Law Number 14 of 2005 concerning Teachers and Lecturers that teachers are required to have competence, academic qualifications, physically and mentally healthy, educator certificates and have the ability to realize national education goals. Discussing about teachers, the professionalism of teachers requires qualifications, competencies and certifications. Efforts to improve teacher professionalism are the principal's obligation, because each principal is responsible for fostering his subordinates **(Asmarani, Sukarno, & Widdah, 2021; Tambak, Amril, & Sukenti, 2021)**. In addition to increasing teacher morale, this coaching can also have a positive impact on the emergence of teacher professionalism. So, if the principal can make professional teachers, the improvement in the quality of students and the quality of education will be better **(Aprilianto, Sirojuddin, & Afif, 2021)**.

Permendikbud Number 6 of 2018 concerning Assignment of Teachers to be Principals states that the principal is a teacher who has the task of leading and managing the education unit as well as being responsible for the implementation of quality learning in schools. The utilization of human resources determines the success of school management. Therefore, school principals must have the ability to ensure a process of increasing teacher professionalism as well as assessing their performance **(Asyari, 2020)**.

The role of the principal is very important in improving the quality of learning and the quality of education. A principal is said to be successful if he is able to improve the quality of learning and the quality of education in the school he leads. Vice versa, a principal will not be said to be successful if he is not able to improve the quality of learning and the quality of education in the school he leads **(Arifin, Juharyanto, Mustiningsih, & Taufiq, 2018)**.

Madrasah Ibtidaiyah Negeri (MIN) 03 Kepahiang is an educational institution located in Kepahiang Regency. In terms of teacher professionalism “most of the teachers of Madrasah Ibtidaiyah Negeri (MIN) 03 Kepahiang are professional teachers. This is indicated by the existence of an educator certificate. This is inseparable from the role of the principal who strives to make professional teachers.

However, it is possible that there are a small number of teachers who are less professional in carrying out their duties. Just as there are still teachers who are negligent in carrying out their duties as a teacher, arrive not on time, and lack of communication between the principal and the teacher. Based on these problems, this study aims to determine how the Role of Principal Leadership in Improving Teacher Professionalism at Madrasah Ibtidaiyah Negeri (MIN) 03 Kepahiang.

METHOD

This research is a field research conducted at Madrasah Ibtidaiyah Negeri (MIN) 03 Kepahiang. To get the data or sources needed, the authors use qualitative research methods with a descriptive approach. Where, descriptive qualitative research is a research or research whose data collection techniques from various existing sources and research is not numerical (Tarhid, 2017).

Research subjects are sources of data that provide clarity on the issues to be studied or provide complete information (Huriaty, Esterani, & Saufi, 2022). In this study, the research subjects intended to obtain the required data sources were the principal and the teachers at Madrasah Ibtidaiyah Negeri (MIN) 03 Kepahiang.

As for obtaining valid data, the researchers used data collection techniques in the form of observations and interviews conducted directly to research subjects in order to obtain data (Inayati, n.d.; Rosidah et al., 2020). In this case, to obtain the data in question, it is related to the role of school principals in improving the professionalism of teachers at Madrasah Ibtidaiyah Negeri (MIN) 03 Kepahiang.

The data that has been collected will then be analyzed. Data analysis technique is a process of simplifying data into a form that is easier to interpret and read. The process of analyzing data presented in the form of data such as data collection from research subjects, data reduction (summarizing), data presentation (a collection of information) and drawing conclusions (a complete description) (Faiqoh, 2019; Lisna & Munastiwi, 2020).

RESULT AND DISCUSSION

RESULT

Overview of Principal's Leadership in Improving Teacher Professionalism

Based on data obtained by researchers at Madrasah Ibtidaiyah Negeri (MIN) 03 Kepahiang, there are 22 teachers consisting of 14 PNS teachers and 8 honorary teachers. As for the interview conducted by the researcher to Mr. Pidil Rahman, M.Pd as the Principal on October 19, 2022, it was found that the educational goals, vision and mission will be realized if teachers carry out their duties professionally, according to him professional teachers are teachers who have four competencies such as social, pedagogic, personality and professional competencies as evidenced by a certificate as an educator.

On October 20, 2022, the researcher also conducted an interview with Mrs. Watini, S.Pd.i as the Deputy Head of Curriculum, the results obtained were a professional teacher reflected in the implementation of her task responsibilities and marked by the teacher's expertise in theory or practice. Therefore, the Deputy Head of Curriculum has distributed his duties to the teachers according to their respective fields and expertise according to the orders of the principal.

On the same day, the researcher also conducted an interview with Mrs. Nursina, S.Pd.I as a class teacher at Madrasah Ibtidaiyah Negeri (MIN) 03 Kepahiang. He said that a good principal's leadership style is seen from the principal's ability to direct, guide, control and motivate teachers, the teacher's performance will also be good. On the other hand, if the principal's leadership style is not good, it can be seen from the principal's ability to direct, guide, control and motivate teachers, the teacher's performance will also be less good. If the teacher's performance is not good, then the teacher cannot be said to be a professional teacher. However, in this case he said that the principal was able to guide and motivate teachers in carrying out their duties well.

An interview conducted on October 25, 2022 to the principal of the Madrasah Ibtidaiyah Negeri (MIN) 03 Kepahiang that not only academic intelligence is needed, but also must adjust decisions according to the situation and conditions. Decisions in dealing with existing obstacles or problems are not only made alone, but good cooperation is carried out between teachers and school principals. Obstacles or problems that are difficult to overcome by the teachers will hold a meeting to discuss these obstacles and problems so that appropriate solutions are found and joint decisions are made in solving them.

On the same day, there was a teacher's statement, namely Mrs. Partila Wati, S.Pd.I. he said that a school principal must be able to create good cooperation with teachers, participate and be able to foster a spirit of loyalty in learning and according to him this has been done by the principal at Madrasah Ibtidaiyah Negeri (MIN) 03 Kepahiang. In carrying out his duties as a leader, the principal's leadership style uses a situational and participatory style in improving the professionalism of his teachers. Because, marked by making decisions, principals always involve teachers and principals are able to create good cooperation with teachers in achieving educational goals.

Teacher Professionalism in State Islamic Madrasah (MIN) 03 Kepahiang

Teachers at Madrasah Ibtidaiyah Negeri (MIN) 03 Kepahiang are said to be professional, this is indicated by the existence of an educator certificate for teachers. In addition, in carrying out their duties the teacher has the enthusiasm to continue learning by adding knowledge and experience. Teachers also manage learning programs with their students, conduct teaching and learning interactions well, use existing and latest media and learning resources in accordance with

the applicable curriculum, carry out learning administration and conduct learning programs as well as evaluate and assign assignments to students.

The Principal's Role in Improving Teacher Professionalism at State Islamic Junior High Schools (MIN) 03 Kepahiang

The role of the principal in improving the professionalism of teachers at Madrasah Ibtidaiyah Negeri (MIN) 03 Kepahiang consists of the roles of managers, educators, motivators and supervisors. The role of the principal as a manager is that the principal empowers teachers with a cooperative system, and provides opportunities for teachers to follow and develop to improve their professionalism.

The role of the principal as an educator is that teachers carry out educational activities by preparing learning programs and involving teachers in participating in teacher professional training (TPT) to produce educational development steps for teachers.

The role of the principal as a motivator is to provide encouragement to teachers to develop their competencies, improve work atmosphere settings and regulate the physical environment. The principal's role as a supervisor is to hold meetings with all teachers, regularly make visits to class.

Obstacles faced by Principals in Improving Teacher Professionalism

In carrying out their duties as principals, the obstacles experienced by principals for the realization of professional teachers are that there are still teachers who are less capable in implementing the curriculum into lessons, the difficulty of understanding the character of each teacher and the lack of teachers in learning development due to lack of facilities. infrastructure at Madrasah Ibtidaiyah Negeri (MIN) 03 Kepahiang.

The obstacles that have been stated above are an illustration of making it a shared responsibility and interest. As a school principal, he should continue to support the performance of teachers so that they are aware of the importance of giving each task for the common interest in achieving an educational goal.

Efforts made by the Principal in Improving Teacher Professionalism

In addition to the obstacles that the researchers have stated above, as for the efforts made by the principal in improving the professionalism of teachers at Madrasah Ibtidaiyah Negeri (MIN) 03 Kepahiang, namely when interviewing the principal there, he said that one of the efforts made in improving teacher professionalism was by assigning tasks according to their respective fields and expertise. For example, teachers who graduate from Indonesian subjects will be given assignments in Indonesian subjects, teachers who graduate from Arabic subjects will be given tasks in teaching Arabic.

The principal at Madrasah Ibtidaiyah Negeri (MIN) 03 Kepahiang also said that the teacher who was assigned a task that was not in accordance with his field of expertise did not mean that the teacher was unable to carry out his duties professionally. But it would be better if the teacher was given assignments that were in accordance with their respective fields and expertise. In addition to these efforts, school principals also make efforts to foster and train teachers and collaborate with authorized institutions.

During an interview with a teacher, Mrs. Meilisa, S.Pd on October 25, 2022, she had conducted training for all teachers in Kepahiang district, such as teacher professional training (TPT). The training was held for 3 days with training hours starting in the morning until the afternoon. In addition, the principal also provides opportunities for teachers to take part in existing training. In other words, the principal does not limit the teachers who want to develop their knowledge and participate in the existing trainings.

It can be concluded that the efforts made by the principal in improving the professionalism of teachers at Madrasah Ibtidaiyah Negeri (MIN) 03 Kepahiang are as follows:

Table 1. Efforts by school principals to improve teacher professionalism

No.	Principal's Effort
1	Conducting coaching and training such as teacher professional training (TPT)
2	Assign tasks according to expertise in their respective fields
3	Make a visit to the class to see the learning process
4	Maintain the discipline of teachers

Discussion

The Principal's Role

The principal or madrasa is someone who is given the task of leading a school to carry out the learning process or a place where there is interaction between teachers and students who receive lessons at school (Russamsi, Hadian, & Nurlaeli, 2020). The principal is the party who plays a role in driving school life. Successful principals or madrasahs are principals who understand the existence of the school as an organization and are able to carry out their responsibilities as school leaders (Wardani & Indriayu, 2015).

Principal leadership is a position in fostering students as future generations of the nation. To carry out this position, the principal also requires a commitment that can be described in the form of office ethics and leadership. This ethic is the standard behavior of the principal in carrying out his duties as a leader (Mulyatun Nikmah et al., 2020).

Effective leadership of madrasah principals is seen based on criteria and is able to empower teachers to carry out their duties professionally smoothly, well and productively. To be able to carry out their duties properly, a school principal must have a task-oriented leadership style and is oriented towards improving the quality of teachers in schools. The principal is oriented to direct, motivate and guide teachers in carrying out their duties in participating in mutual trust, mutual respect and respect among members in the school (Jumiati & Kartiko, 2022; Muslimin & Kartiko, 2020).

The role of the principal as an educational leader is to create a teaching and learning situation so that the teaching and learning process can be carried out properly. In this case, the principal has a dual role, namely carrying out school administration so that good teaching and learning can be achieved and carrying out supervision (Ariyani, 2017; Tarhid, 2017). Therefore, to be able to carry out a program by achieving good results, it is necessary to have good and regular organization and coordination, assessment and evaluation, clear and smooth communication, and continuous and consequent supervision or supervision (Davis, Meloncelli, Hannigan, & Ward, 2022; Nilda, Hifza, & Ubabuddin, 2020). In theory, professionalism is a competency that every teacher must have. This means that professional teachers are not only seen as capable and proficient in delivering subject matter, but also the social attitudes and personality of teachers are seen to show their professionalism (Huriaty et al., 2022).

The role of the principal as a leader is the principal as a manager, the principal as an educator, the principal as an administrator, the principal as a leader, the principal as an innovator, the principal as a motivator, and the principal as a supervisor. The principal in addition to being able to carry out his duties as a leader must also be able to lead, managing schools are also required to be able to create a conducive atmosphere in the work environment so that they can motivate teachers to work (Huriaty et al., 2022; Tulipri, Hidayat, Hamengkubuwono, & Warlizasusi, 2020).

The role of the principal as a manager is a process in organizing, planning, implementing, leading and controlling the efforts of members in an organization to achieve the goals that have been set. The role of the principal as an educator is to provide guidance, both mental, physical and moral development for educational staff (Asyari, 2020).

The role of the head as an administrator must have a very close relationship with various administrative management activities, both in the form of preparation, recording and documenting all school programs. The role of the principal as a leader is to be able to provide supervision and guidance in increasing the willingness of educational staff and open two-way communication and delegate tasks. The role of the principal as an innovator is to have the right strategy in establishing good relations with the school environment, setting an example for all education personnel in the school. The principal's role as a motivator is to have the right strategy to motivate teachers in carrying out their duties. the role of the principal as a supervisor is to be able to carry out various supervision and control in order to improve the performance of teachers (Asmui, Sudirman, & Sridana, 2019; Sirojuddin, Aprilianto, & Zahari, 2021).

The principal's leadership indicators are to know, understand and be aware of three things, including making the school's vision and mission a guide to carrying out their duties, always focusing on activities towards teaching and learning and teacher performance in the classroom, and commitment to the school's vision and mission in managing and leading the school (Tarhid, 2017).

The principal's leadership style also affects the performance of teachers and will achieve the goals and vision and mission of an education (Bahri, 2022). The leadership style is flexible or flexible, meaning that the leadership style that is usually applied by the leader can change with other leadership styles as the situation and internal conditions of the organization change. So that the effectiveness of the leadership style is achieved, and the achievement of organizational goals (Nugraheni & Khanifah, 2016).

Teacher Professionalism

Profession can be interpreted as a field that requires special skills to handle certain jobs that need it. The special requirements for the profession are demanding an adequate level of teacher training, enabling development in line with the dynamics of life, demanding skills based on in-depth scientific concepts and theories, emphasizing an expertise in a particular field in accordance with the profession. From this, professionalism can be interpreted as a quality that is characteristic of a professional position acting as an actor and gaining expertise from learning (Nugraheni & Khanifah, 2016).

Professionalism comes from the Latin *profess*, which means a statement or recognition in public. Professionalism can be interpreted as the commitment of members to a profession to improve their professional abilities and develop strategies in carrying out their work (Jannah et al., n.d. 2022).

Conceptually, teacher professionalism includes several aspects, namely professional abilities including mastery of subject matter which consists of mastery of materials that must be described as well as basic scientific concepts from the materials they teach, mastery of educational processes, teacher and student learning, as well as mastery and appreciation of the basic principles of teaching and learning, and insight into education and teacher training. Personal abilities include his appearance as a role model and role model for his students, the appearance of a positive attitude towards his overall duties as a teacher as well as understanding, appreciation, and the appearance of values as a teacher. Social skills include the ability to adapt to the demands of work and the surrounding environment when carrying out their duties as teachers (Ermailis, Raudhoh, & Risnita, 2018).

The teacher is a component that is very influential on the teaching and learning process and outcomes that are educated and of high quality. Teachers play a major role in the development of an education, especially those held formally in schools. Efforts made to improve the quality of education must be supported by professional and qualified teachers. In other words, improving the quality of education must stem from the teachers. Therefore, teachers have been equipped with professional competence to carry out the tasks that have been assigned to them. The task is required to develop their abilities and competencies as a teacher. These demands are made so that a teacher can be responsible and professional for the tasks given to him (Faiqoh, 2019).

Teacher professionalism is the ability of teachers to master teaching materials, manage classes, manage learning programs, master the foundation, use media or resources, assess student achievement, understand principles and interpret educational research results for teaching purposes in schools and recognize and professional teachers must fulfill four competencies, namely social competence, pedagogic competence, personality competence and professional competence. Based on Minister of Religion regulation number 16 of 2010 Madrasah Ibtidaiyah and Madrasah Tsanawiyah are required to have 5 competencies, namely social competence, pedagogic competence, personality competence, leadership competence and professional competence (Nugraheni & Khanifah, 2016).

CONCLUSION

Based on the results of the research and discussion above, it can be concluded that the role of the principal in improving the professionalism of teachers at Madrasah Ibtidaiyah Negeri (MIN) 03 Kepahiang has a role as manager, educator, motivator and supervisor. The role of the principal as a manager is that the principal empowers teachers with a cooperative system, and provides opportunities for teachers to follow and develop to improve their professionalism. The role of the principal as an educator is that teachers carry out educational activities by preparing learning programs and involving teachers in participating in teacher professional training (TPT) to produce educational development steps for teachers. The role of the principal as a motivator is to provide encouragement to teachers to develop their competencies, improve work atmosphere settings and regulate the physical environment. The principal's role as a supervisor is to hold meetings with all teachers, regularly make visits to class.

From this role, there are obstacles for principals in improving teacher professionalism, there are still teachers who are less capable in implementing the curriculum into lessons, the difficulty of understanding the character of each teacher and the lack of teachers in developing learning due to the lack of infrastructure in Madrasah Ibtidaiyah Negeri (MIN). 03 Kepahiang. In addition to these obstacles, efforts made by school principals are to provide coaching and

training such as teacher professional training (TPT), as well as assigning tasks according to expertise in their respective fields. The principal's efforts in improving the professionalism of teachers are carried out for the realization of the goals and vision and mission of an education. The principal's role in increasing teacher professionalism uses participatory and situational leadership styles.

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