

## PRINCIPAL'S LEADERSHIP IN DEVELOPING TEACHER PROFESSIONALISM

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### ABSTRAK

The principal as a leader in the school is required to have creativity, motivational leadership, and effective leadership so that he can mobilize all teachers according to their roles and functions effectively and efficiently. The principal is the sole leader in the school who has the responsibility and authority to regulate, manage and organize activities in the school, so that what is the goal of the school can be achieved. The principal should be a visionary, namely able to look forward to the life of the Indonesian people with all its opportunities and challenges. In short, the principal must be able to project the abilities and competencies as well as the leadership style needed by subordinates and the community. So that they are required to be able to apply their leadership styles that can reflect behaviors that can be imitated by their subordinates and can motivate the work of teachers and staff they lead.

**Keywords:** Leadership; Teacher Professionalism; Learning

### Introduction

Teachers are the main key to improving the quality of education, because an important requirement for the realization of quality education is if the implementation is carried out by educators whose professionalism is reliable. According to Slamet PH (1992), the world of education will not experience any changes as long as lecturers and teachers do not want to change, are not adaptive and anticipatory to change. A principal is a teacher appointed to occupy a structural position in a school assigned to manage the school. The success of the school is the success of the principal (Wahyosumidjo. 2001:82). The principal plays an important role in influencing and directing the existing school porcelain, so that they can work together in achieving school goals. Teachers' performance in a form of carrying out the task of educating students is determined by work motivation. Effective leadership behavior of school principals affects the work of teachers (Atasoy & Yalçın, 2023).

The principal has a role as a leader in his school and is responsible for and leads the educational process in his school, which is related to improving the quality of human resources, improving the professionalism of teachers, employees and all those related to the school under the auspices of the principal. The role of the principal as a leader reflects the principal's responsibility to mobilize the

resources available in the school (Kavgacı, 2023). The leadership function is very important as in addition to being a driving force also plays a role in controlling all activities of teachers (in the context of improving teaching professionals), staff, students and at the same time to research problems that arise in the school environment (Wahyosumidjo. 2001:90).

The leadership of school principals who are oriented towards the task of procuring facilities and infrastructure and do not pay attention to teachers in taking actions, can cause teachers to often neglect their duties as teachers and moral value builders. This can foster a teacher's negative attitude towards his work at school, sehingga pada akhirnya berimplikasi terhadap keberhasilan prestasi siswa di sekolah.

## **Research Method**

This study uses a qualitative approach with a literature study method. The qualitative approach was chosen to understand deeply and comprehensively how the principal's leadership in developing teacher professionalism in the school concerned. The case study method was chosen because it allows researchers to focus on a single case in depth and detail, so it can provide a richer and more contextual understanding. In this study, the literature study method is used to dig deeper into the role of school principal leadership in the development of teacher professionalism. This approach involves the collection, analysis, and synthesis of a variety of relevant literature sources, including academic journals, books, conference articles, and research reports that have been published. Researchers will conduct literature searches through databases such as JSTOR, Google Scholar, and Education Resources Information Center (ERIC). Strict inclusion criteria will be applied to ensure that only sources that are of high quality and relevant to the topic under consideration are selected. This analysis will focus on identifying key themes, theories, and research findings related to principal leadership strategies and their impact on teacher professional development.

Once the relevant literature has been collected, qualitative content analysis will be carried out to extract important data from the texts. This technique involves sorting information based on themes, categories, and emerging patterns. In this process, researchers will use coding manuals to identify and classify key elements in the literature related to educational leadership and professional development. The results of this analysis are expected to reveal various effective leadership approaches used by school principals in supporting and improving teacher professionalism. Furthermore, these findings will be integrated to build a comprehensive understanding of best practices and potential areas for further research in the context of education.

## **Result and Discussion**

### ***Roles and Duties of the Principal***

School principals have a key role in ensuring that schools function effectively and efficiently. As educational leaders, they are responsible for creating a conducive learning environment and supporting all students to reach their potential. This task includes the development of a clear vision and mission of the school, which must be aligned with

national education policy and the needs of the local community. The principal also needs to ensure that this vision translates into practical operational strategies and plans, enabling the school to achieve its educational goals (Huang, 2023). In addition to administrative duties, principals also play an important role in resource management. They are responsible for the efficient allocation of resources, including finance, facilities and infrastructure, and human resources. This involves careful decision-making in staff recruitment, professional development, and retention. Principals must ensure that all teachers and support staff are appropriately qualified, get the support they need to develop professionally, and be rewarded for their contributions (Atasoy & Yalçın, 2023).

Pedagogical leadership is one of the most important aspects of the role of a school principal. They must be instructional leaders in schools, promoting effective teaching and learning methods. Principals are often directly involved in curriculum development and assessment, as well as providing feedback to teachers to improve teaching practices. They must also ensure that schools adhere to the academic standards set by educational authorities and continue to encourage innovation in the teaching and learning process. The principal also has the task of building strong relationships with the school community (Okçu & Admış, 2022). They must work closely with parents, community members, and other stakeholders to ensure broad support for school initiatives. Principals act as the face of the school in the community, often participating in local activities and supporting projects that involve or benefit students and their families. Effective communication and openness in dialogue are key to maintaining this positive relationship.

In addition, the principal must ensure compliance with all applicable regulations and laws. This includes, but is not limited to, compliance with safety and health policies, protection of students' personal data, as well as anti-discrimination laws. This task requires school principals to constantly update their knowledge of changes in education policies and legal regulations to manage risks and ensure school integrity in the eyes of the law. Finally, in this digital era, school principals must adopt and encourage the use of technology in education. This involves not only the application of digital tools in the teaching and learning process, but also the training of staff and students in using technology effectively and safely (Hogan et al., 2022). Principals must ensure that the school's IT infrastructure is capable of supporting learning and administrative activities, as well as protecting the data and privacy of all school members. By performing all of these tasks, school principals play a crucial role in shaping the future of education and equipping students with the skills necessary to succeed in the 21st century.

### ***The Principal's Leadership Style Has a Direct Effect on Teachers' Motivation for Achievement***

School principals have an important role in the development of teacher professionalism. As educational leaders, they are in a unique position to influence the school's climate and culture, which in turn influences teachers' professional growth. Effective principals demonstrate transformational leadership that not only motivates and inspires teachers to achieve higher, but also provides the necessary support for their professional growth (Burkett & Hayes, 2023). School principals can initiate and maintain professional development initiatives designed to improve teachers' teaching skills and pedagogical knowledge. In supporting teachers' professionalism, school principals often take on the role of coaches or mentors. Through classroom observation and feedback sessions, principals can provide valuable guidance and constructive suggestions to improve teaching practices. Effective principals also ensure that teachers have access to professional resources, such as workshops, seminars, and conferences relevant to their teaching needs. This demonstrates the principal's commitment to continuous learning and continuous skill

development among his staff.

In addition to their role as mentors, principals also serve as a liaison between the school and the wider educational community. They pave the way for collaboration and networking with other schools, universities, and educational organizations. Principals who are successful in developing teacher professionalism recognize the importance of cross-agency collaboration and promote partnerships that can provide new insights and practices for teachers (Tschannen-Moran, 2009). By expanding teachers' professional networks, principals help them gain new perspectives and innovative ideas that can be applied in the classroom.

Principal leadership in teacher professional development also involves advocating for educational policies that support best teaching practices. Effective principals speak up on behalf of their teachers' needs, ensuring that school and district policies support continuous professional development. They play a role in shaping policies that facilitate structured time for teacher collaboration, provide funding for professional development, and recognize and reward efforts to improve the quality of teaching.

Technology also plays an important role in the principal's leadership towards the development of teacher professionalism. In today's digital era, school principals must lead by example in the application and utilization of technology in education. They must ensure that teachers are equipped with the necessary technology skills and understand how to integrate technology into the curriculum to improve student learning. This includes providing relevant technology training and ensuring that the technology infrastructure supports learning objectives (Hogan et al., 2022).

Finally, the principal's leadership in developing teacher professionalism not only improves the quality of teaching, but also has an impact on teacher job satisfaction. By providing recognition, supporting career growth, and creating a positive work environment, principals can increase teacher retention and motivate them to remain committed to the teaching profession (Kavgacı, 2023). Principals who understand and support their teachers' career aspirations build a strong team dedicated to the school's educational mission. Effective leadership in teacher professional development is a key component in achieving sustainable educational excellence.

## **Conclusion**

The results of this study show that the leadership of school principals has a significant influence on the development of teacher professionalism. Principals who apply transformational leadership styles succeed in creating an environment that supports and motivates teachers to continue learning and developing. Observations and findings confirm that active principals provide constructive feedback, hold regular mentoring sessions, and facilitate access to professional development resources, such as workshops and seminars, effectively improve teachers' pedagogical skills and job satisfaction. In addition, proactive leadership in advocating for policies that support best teaching practices has also been shown to improve teaching standards and the quality of learning in schools.

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