

## SYNERGITY OF SCHOOL PRINCIPALS' LEADERSHIP IN IMPROVING TEACHER PROFESSIONALISM IN AL-KAUTSAR HIGH SCHOOL (SMA), SUMBERSARI, SRONO, BANYUWANGI

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### ABSTRACT

*Leadership is the most important part of management, but it is not the same as management. Leadership is the ability that a person has to influence other people to work together in achieving goals and targets. The ability to influence other people towards certain predetermined goals is part of a person's indicators in leading. The principal consists of two words head and school, head can mean the chairman or leader in an organization or an institution. Meanwhile, a school is an institution where it is a place to receive and provide lessons. So a school principal is a teacher who has additional duties as a school principal and has several skills include technical skills, human relations, and conceptual skills. Based on the definition above, it can be concluded that school principal leadership is a process carried out by the principal to influence teachers and administrative staff to work to achieve predetermined goals and objectives effectively and Efficient Teacher professional development is defined as an effort made to improve the level or degree of a teacher's profession which concerns the teacher's abilities, both mastery of teaching materials or mastery of teaching methodology, as well as the teacher's professional attitude regarding motivation in carrying out his duties as a teacher both in terms of skills and attitudes towards students. . Research focus: 1) How is the leadership synergy of the principal at Al-Kautsar Sumbersari High School, Srono, Banyuwangi? 2) How is the development of teacher professionalism at Al-kautsar High School, Sumbersari, Srono, Banyuwangi? Research objectives: 1) To describe leadership synergy principals in developing teacher professionalism at Al-Kautsar High School, Sumbersari, Srono, Banyuwangi, 2) To describe the development of teacher professionalism at Al Kautsar High School, Sumbersari, Srono, Banyuwangi. This research uses a qualitative approach with descriptive research type. Determining data sources or research subjects are carried out using triangulation (combined) techniques. The data collection techniques used are observation, interviews and documentation. The data analysis techniques that will be used are data reduction, data presentation, drawing conclusions. The validity of the data used is source triangulation, triangulation method, time triangulation. This research concluded: 1) The synergy of leadership of the principal at SMA Al-Kautsar Sumbersari, Srono, Banyuwangi includes: a) As a manager, b) As an educational administrator, c) As an educational supervisor. 2) Development of teacher professionalism at Al Kautsar Sumbersari High School, Srono, Banyuwangi includes: a) Involving subject teachers in MGMP, b) Involving teachers in training and seminar programs, c) Attending workshops, d) Carrying out comparative studies to other schools.*

**Keywords:** *Principal Leadership and Teacher Professionalism Development*

## **INTRODUCTION**

Indonesia, as a country that has an education system, has its own views and principles in developing the education sector. advances in science and technology (IPTEK) require humans, especially teachers as educators, to continue learning. Small mistakes in learning can make someone fall behind, including in teaching students. Therefore, a teacher's skills must be constantly updated to be improved or maintained. Overall, the macro process in national education is the formation of independent educational institutions, which allows the development of educational institutions that are ethical, think critically, communicate positively, and have good quality and sustainability, this all involves human resources. (HR). (Hasan Basri, 2014)

Meanwhile, the micro goal of education is to create individuals who have faith in God Almighty and piety, behave ethically, think rationally, have a social spirit, and have the ability to act so that they become independent individuals. Public education faces various problems, one of which is the lack of professionalism of teachers and lecturers. This indicates the low quality of teachers in the education and learning process. There are three main requirements that need to be considered in improving the quality of human resources (HR) through educational development which requires several aspects. First, it is necessary to provide adequate facilities and buildings. Second, it is important to ensure the availability of quality books. Third, the presence of professional and competent teachers and educational staff is also an important factor.

An educational institution is a complex and unique entity, so it requires a high level of coordination. Therefore, the success of a school principal lies in achieving school goals and individual goals in the school environment. School principals must understand and master organizational roles as well as collaborative relationships between individuals. The school principal has responsibility for implementing education at the school, with the aim of making the school quality in line with the expectations of school customers. (Daryanto, 2014)

To achieve this, a quality school principal is needed. The principal must have various skills needed to carry out his leadership duties, including in coaching teachers to preserve the school environment, correct deficiencies, and improve and develop education towards a better direction in accordance with the institutional goals that have been set. The role of the principal Schools as learners are a very strategic effort to improve the quality of education in order to produce human resources who have competitive and comparative advantages. To fulfill the strategic role of the school principal, the principal must have Permendiknas no. 35 of 2010.

## **RESEARCH METHOD**

The method used by the author in this research is a qualitative research approach. (Moleong, 2001) believes that qualitative research is research that aims to understand phenomena about what is experienced by research subjects, for example behavior, perceptions and problems about the people being studied, etc. This qualitative research approach is to conduct research related to the leadership of school principals in developing teacher professionalism to create superior teacher resources at Al-Kautsar Summersari Senior High School (SMA), Srono, Banyuwangi 2023. The research is descriptive qualitative in nature. (Arikunto, 2013) believes that in general descriptive research is non-hypothetical research, so in the research context there is no need to formulate a hypothesis.

The research subject in this study was the principal at Al-Kautsar Summersari High School (SMA), Srono, Banyuwangi. Meanwhile, the informants in this research were the Principal, Deputy Head of Curriculum and Subject Teachers. The main data sources in qualitative research are words and actions (Sugiyono, 2007). It can be concluded that the data source in this research is the subject where the data can be obtained. The data sources in this research are behavioral actions, events, interview statements, documents and interactions

between the Principal and Teachers.

Methods of data collection using observation, interviews and documents. In this study, researchers in looking for the validity or validity of the data used data triangulation techniques and extended participation. The data that has been collected from the results of interviews, observation and documentation, are then analyzed based on the interactive analysis model developed by Miles and Huberman. There are four components carried out with this model, namely data collection, data reduction, data display and drawing conclusions (Miles & Huberman, 1993).

## **RESULT AND DISCUSSION**

Discussion of research findings at SMA Al-Kautsar Sumbersari, Srono, Banyuwangi. Which the author presents is based on the results of interviews, documentation and observations that were carried out both formally and informally. Formal and informal interviews, observation and scrutiny of documentation were carried out directly by the researcher. The discussion of research findings is as follows:

### **1. Synergy Of Principal Leadership At Al-Kautsar Sumbersari High School, Srono, Banyuwangi**

Synergy of principal leadership at middle school refers to collaboration and harmonization between the principal and various stakeholders in the school, such as teachers, administrative staff, students and parents. This aims to achieve the common goal of improving the quality of education and learning in the school. An explanation of the synergy of high school principal leadership can include several aspects, such as the following:

- a) **Involvement and Communication:** an effective principal will be actively involved with all parties in the school, including teachers, staff, students and parents. They communicate the school's vision, mission and goals clearly and openly. Through effective communication, school principals can build relationships of mutual trust with all school members and ensure that the necessary information can be disseminated well.
- b) **Team Collaboration:** the school principal builds synergy which will encourage teamwork between teachers and administrative staff. They value the contribution and expertise of each individual on the team, facilitate regular meetings for information and updates, and encourage collaboration in planning and implementing school activities.
- c) **Professional Development:** principals who focus on synergy will support the professional development of teaching staff. They provide support in identifying personal development needs and provide opportunities to attend relevant training, seminars or workshops. This will improve the quality of teaching and learning in schools.
- d) **Participatory decision making:** school principals who implement synergy will involve all parties in making decisions related to school policy, curriculum development, and corrective action. In the participatory decision-making process, all parties can express opinions and can consider various perspectives, so that the decisions taken are more comprehensive and receive support from all stakeholders.
- e) **Periodic monitoring and evaluation:** school principals who create synergy will carry out regular monitoring and evaluation of school performance and achieving goals. They collaborate with teachers and other staff in identifying problems, analyzing data, and planning corrective actions. This periodic monitoring and evaluation helps ensure that all school activities run according to plan and produce the expected results.

Al-Kautsar High School requires a leader who has a democratic and autocratic leadership style. This leader must be able to communicate energy, enthusiasm, ambition, patience, interest and direction to achieve the desired goals, and have strong mental strength. The principal's responsibilities include managerial duties, educational administration, and educational supervision. The principal is also responsible for the organization of educational activities,

school administration, development of other educational staff, as well as the use and maintenance of facilities. Most of the teachers at Al-Kautsar High School have met the requirements to become professional teachers, but some still need to be monitored in order to improve their professionalism. Efforts made to increase the development of teacher professionalism include training, workshops and active teacher participation in (MGMP) Banyuwangi district. The school supervisor is also present or collaborates with the curriculum representative. Senior teachers often discuss the learning process. In this case, school principals need to plan and supervise increasing teacher professionalism development through supervision, implementation of rules and regulations, explanation of rules and prohibitions. The principal evaluates teachers at Al-Kautsar High School through monitoring learning tools. (SN Head Interview, 2023)

Based on the interview with the school principal above, it can be seen that a school principal tends to follow a democratic leadership pattern. This is reflected in his emphasis on the importance of ideas and thoughts originating from the teacher council as his working partners, as an effort to improve the quality of learning. The school principal also shows an open and tolerant attitude towards suggestions and criticism from various parties involved. However, despite these qualities, the principal considers it important to show firmness as a leader. (Observation, 2023)

Based on the results of interviews with the principal, it can be seen that the principal is very serious in his efforts to improve the professional development of teachers at Al-Kautsar High School. In his view, the duties, functions, roles and responsibilities of the principal must be carried out with the aim of creating a good and conducive learning environment, without neglecting efforts to increase the professional development of teachers at Al-Kautsar High School.

In practice, efforts to increase teacher professional development are carried out through various activities, such as supervision, providing opportunities for teachers to increase their educational level, encouraging teacher participation in the MGMP and assisting teachers in the certification process.

## **2. Development Of Teacher Professionalism At Al-Kautsar Summersari High School, Srono, Banyuwangi.**

Teachers have an important role in the quality of education in Indonesia because they are one of the determining factors for the success of the learning process, along with the curriculum and educational facilities. The teacher's main task is to teach, educate and evaluate students. To carry out these tasks effectively, teachers need to have professionalism which includes pedagogical, personal, social and professional competencies. According to Law Number 14 of 2005, teachers must master these four competencies which form a complete unit in the practice of becoming a professional teacher.

The relationship between teacher competency and education quality is positively related. The more teachers have better mastery of the minimum competencies required, even in terms of numbers, the increase in the quality of education in Indonesia will also occur. The teaching staff is sufficient, but their quality and professionalism still do not meet expectations. The role of teachers is not only limited to their profession, but they also teach material and provide assessments. In the process of delivering material, techniques and expertise are needed that combine teacher competence. This allows teachers to develop learning methods more creatively. Increasing teacher competency in teacher professional development is considered to have a significant impact on student learning outcomes and overall, will improve the quality of education in Indonesia.

Teacher professional development is an effort to improve the status and level of teacher professionalism, which includes teachers' abilities in mastering teaching materials and teaching methods, as well as teachers' professional attitudes which include motivation and commitment

in carrying out their duties as teachers. A professional teacher is someone who realizes that he has a calling to accompany students in the learning process. Therefore, teachers need to continue to develop their knowledge about the best way for students to learn. If a student fails, the teacher feels responsible for finding the root cause and finding a solution with the students, not just remaining silent or blaming them. The quality of a teacher's professionalism can be seen from the following five attitudes:

- 1) Consistent in showing behavior in accordance with ideal standards
- 2) Improving and maintaining the image of the profession.
- 3) Always look for professional development opportunities that can increase knowledge and skills.
- 4) Pursue quality and aspirations in carrying out your profession.
- 5) Feel proud of your profession.

“The relationship between the principal and teachers is as close as the relationship between siblings. In carrying out his role as a manager, the principal has very good abilities because he is assisted by the deputy principal and related teachers. Usually, before carrying out supervision, the principal will discuss it first and adapt it to the unit to be visited and to the class to be addressed. One of the efforts made by school principals to increase teacher professionalism is to involve them in MGMP (Subject Teachers' Conference) activities, training programs and seminars. The leadership implemented by the school principal tends to be democratic. When facing a problem in class, the solution is usually discussed with the relevant deputy principal, so that there is a clear understanding in resolving the problem.” (Interview with Deputy Head of ST Curriculum, 2023)

“This explanation was also reinforced by Mrs. Zulfa Kholilia as an English Teacher at Al-Kautsar High School. "Until now, relations with teachers are very good and the principal is also able to carry out his role as manager well. The supervision approach is carried out through guidance to teachers first. Efforts made to increase teacher professionalism development involve participation in national and international seminars, as well as teacher certification. The principal applies a democratic leadership model, and always provides solutions to teachers through comparative studies to assess the quality of their” (ZK Interview, 2023)

The results of the interviews showed that there was a positive impression from the teachers regarding the leadership model of the Al-Kautsar High School principal which was considered democratic. This can be seen from the harmonious relationship between the principal and the teachers at the school, as well as the principal's open attitude in accepting ideas, suggestions and criticism from his subordinates. Apart from that, the principal also succeeded in carrying out his duties well as principal. The principal shows his seriousness in improving teacher professionalism development. This can be seen through various efforts made, such as supervision, providing guidance, involving teachers in training, seminars, MGMP, as well as conducting sharing or deliberation with subject teachers. Apart from that, the school principal also provides motivation as an effort to improve teaching abilities. (Observation, 2023teaching).

## **CONCLUSION**

It can be seen that the principal is very serious in his efforts to improve the professional development of teachers at Al-Kautsar High School. In his view, the duties, functions, roles and responsibilities of the principal must be carried out with the aim of creating a good and conducive learning environment, without neglecting efforts to increase the professional development of teachers at Al-Kautsar High School. In practice, efforts to increase teacher professional development are carried out through various activities, such as supervision, providing opportunities for teachers to increase their educational level, encouraging teacher participation in the MGMP and assisting teachers in the certification process

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