PRINCIPAL LEADERSHIP STYLE IN INCREASING TEACHER PROFESSIONALISM

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Abstract

The background of the study is that every human being is essentially a leader and every human being will be asked to be responsible for their leadership in the future, humans as leaders are at least capable of leading themselves. This research aims to determine the leadership style of school principals in increasing teacher professionalism. This research is a type of qualitative research using descriptive qualitative, where the school principal's leadership style is planned in advance, including how to increase teacher professionalism. To adapt between values, a process called socialization is needed. This process will work well if employees feel happy with the work environment they occupy. The research results show that in this leadership style a leader will be able to transfer values such as sensitivity to the organization, support from teachers and employees, tolerance for risk, change criteria and so on. On the other hand, employees will form a subjective perception regarding the basic values that exist in the organization with values. conveyed by the leader through his leadership style. The conclusion is that the principal's leadership style is very influential on the achievement of previously planned school goals, including increasing teacher professionalism, so through this leadership style he will be able to transfer several values which form a subjective perception regarding the basic values that exist in the organization with values that are conveyed by the leader through his leadership style

Keywords: *leadership; headmaster; Teacher*

INTRODUCTION

Every human being is essentially a leader and every human being will be asked to be responsible for their leadership in the future. Humans as leaders are at least capable of leading themselves. Leadership is an important strength in the context of management by an effective manager. Leadership is a very important thing in the management of educational institutions, from this institution human resources will be created that are ready and able to compete with local and global situations through education, educational leaders, in this case the fate of the school is at stake.

The principal is an educational leader at the educational unit level, who must be responsible for all school activities. The principal is a very important person in the school system. They make efforts, maintain rules and discipline, provide goods and develop employees/personnel. The principal's leadership task is to provide motivation to teachers to carry out their duties from the main tasks, so that the teaching and learning process is good and does not harm students. Activities to build teacher professionalism need to be accompanied by positive leadership (Qodriah et al., 2019; Erik et al., 2024), such as ethical leadership (Karim et al., 2019), also paying attention to aspects of communication and surrounding culture (Syabibi et al., 2021; Widiantari et al., 2022; Kultsum et al., 2022; Rinto et al., 2020). Another context that needs to be seen is role models and character (Fikriyah et al., 2021; Mansir, F., & Karim, A. 2020) and implemented creatively (Casta et al., 2021), as well as being aware of teachers' needs. specifically so that the activity can be accepted by anyone (Purnomo et al., 2022).

This develops teacher professionalism to improve the quality of education and its implementation in schools is good. Not only that, the principal's duties are also related to the completeness of facilities to increase teacher professionalism. In the abstract, the relationship between school principals and increasing teacher professionalism cannot be seen. Because increasing teacher professionalism is carried out by the teachers themselves. However, in concrete terms, the principal's leadership really determines whether or not the quality of the teaching profession in the school is improved.

The principal's leadership style greatly influences the achievement of previously planned school goals, including how to increase teacher professionalism. It is through this leadership style that a leader will be able to transfer values such as encouragement to the group, support from teachers and employees, tolerance for risk, change criteria and so on. On the other hand, employees will form a subjective perception regarding the basic values that exist

in the organization with the values the values conveyed by the leader through his leadership style.

In relation to this research, Wexley Yukl suggests that leaders should start by trying to invite workers to talk about their complaints. The leader in a school, who is called the principal, has a very difficult task because he has to be able to play multiple roles. Apart from being a leader, of course he is able to be a partner for teachers in teaching and educating their students, and of course each leader has his own ways and methods in carrying out his duties and functions.

METHOD

This research approach is a qualitative approach. Qualitative research is a type of research in which the discovery procedures carried out do not use statistical and quantification procedures. In this case, qualitative research is research about a person's life, stories, behavior, and also about the function of organizations, social movements or reciprocal relationships. According to McCusker, K. and Gunaydin, S. (2015), qualitative methods relate to the aim of research which is to understand how a community or individual faces certain problems. Qualitative methods help describe phenomena in detail, qualitative promote understanding of the substance of an event. Therefore, qualitative research not only functions to satisfy the researcher's desire for an overview/explanation, but also helps to obtain a more in-depth explanation (Sofaer 1999). Based on the opinion above, it can be concluded that the qualitative method is to obtain in-depth data, data that contains meaning. Meaning is actual data, data that is definitely a value behind the visible data. Therefore, qualitative research does not emphasize meaning. Generalization in qualitative research is called transferability. The research method used in this research is a qualitative descriptive approach. Qualitative descriptive is an in-depth research method about social reality and various phenomena that occur in society which are the subject of research so that the characteristics, character, traits and models of these phenomena are described.

RESULTS AND DISCUSSION
1. Principal Leadership Style

"Can a leader apply a certain leadership style? What leadership style can encourage, direct a condition so that subordinates or employees work with full motivation to achieve goals?" The results of the researcher's interview with the school principal, regarding the principal's leadership style, he gave the following answer: "A school principal as a leader who provides good direction and understands his employees, as a leader must be able to communicate well and

understand the personality traits that are applied such as being responsible as a school principal, honest, fair, an example as a school principal who provides motivation to his subordinates ."

Furthermore, the researcher also conducted an interview with one of the staff, regarding the school principal's leadership style, he gave the answer: "School principals usually carry out evaluations once a month regarding teachers when teaching. "School principals also often monitor teachers and students to see whether they are in accordance with the objectives that have been implemented."

Based on research interviews in August Week 2 with school principals, regarding the principal's leadership style, using a democratic leadership style is one of the effective leadership styles to influence teacher performance. In this leadership style, the school principal also carries out administrative checks, such as checking lesson plans, syllabus, learning tools, teacher attendance, and most importantly teacher discipline in teaching.

2. Teacher professionalism

"What is the principal like in terms of teacher professionalism, what are the things he does with his leadership style?" The results of the researcher's interview with the deputy principal, regarding the principal's leadership style in increasing teacher professionalism, he gave the following answer:

"The principal's leadership style is a leadership style that prioritizes cooperation, togetherness, among teachers and employees. "With that, the principal also carries out training for teachers at scheduled events."

Furthermore, the researcher also conducted an interview with one of the Physics teachers, regarding the teacher's professionalism, he gave the following answer: "The professionalism implemented by the school principal has a goal that works well, which is to always do justice to subordinates, cooperate with each other and maintain harmony and friendship, especially with teachers or with staff and employees at the school. "For this reason, the teacher's professionalism has carried out activities in accordance with the profession in the field of learning to be applied to students, in accordance with the syllabus, RPPH, and learning guidelines."

Based on the results of interviews in the 3rd week of August, teacher professionalism runs according to the teachers' professional field. From observation and interview data, it can be concluded that teacher professionalism is carried out by the principal assisted by the deputy principal, expanding teacher experience, with training, coaching, and integrating a school goal that is based on the established vision and mission.

3. **To what extent does the school principal's leadership style increase teacher professionalism?**

From the results of research interviews with school principals he gave the answer:

"So far, from the principal's leadership style in increasing teacher professionalism, perhaps some teachers are not able to fulfill the regulations that I have set, for this reason, teachers have taught in accordance with their professional field, infrastructure suggestions can also support increasing teacher professionalism, so no It can be denied that 90% includes teacher professionalism."

The researcher and the Biology teacher also had the same thing, he gave the answer:

"So far, the school principal's leadership style has limited teacher training programs outside of office hours, because some teachers are not active and the results of their training have not been able to influence other teachers." The conclusion of the researcher is that the school principal's leadership style in increasing teacher professionalism will develop well, where it prioritizes a democratic and participative leadership style, which is able to make teacher work more effective in increasing teacher professionalism which has been determined in accordance with the rules made by the school principal, able to make improvements so that teacher professionalism in the quality and quality of the school can be achieved.

CONCLUSION

The principal's leadership style applied at Madrasah Aliyah, is carried out by the principal who responds who uses democratic and participatory leadership to provide a good example for teachers in increasing teacher personality competence, assigning teachers incidentally related to official duties and providing motivation to students who are open, and become a place for consultation. Efforts to increase teacher professionalism, school principals conduct training for teachers, include educational seminars to train teachers' abilities, training and other training. The school principal always provides motivational support and direction as well as equipment facilities that support the learning process, rules that must be obeyed by teachers and students. The extent to which school principals use their leadership style to increase teacher professionalism is limited to programs for teacher training, as well as a lack of discipline in the rules that have been established. As well as supporting the school principal's leadership style in increasing teacher professionalism, there are

adequate infrastructure and facilities to support the learning process, learning training at school.

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