



PRINCIPAL MANAGEMENT IN IMPROVING THE PROFESSIONALISM OF TEACHERS IN MA MUHAMMADIYAH REJANG LEBONG

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Abstract

The principal is a leader or mentor at the unit level of the school who is responsible for the success and failure of the school he leads. Principals are required to have various competencies, both related to administrative affairs, in order to develop and advance their schools effectively, efficiently, independently, innovatively, and productively. This study aims to describe and examine more deeply how principal management and principal management steps in improving teacher professionalism. For this type of research is qualitative research with a case study design taking data sources on principals and teachers through observation techniques, interviews, and documentary data collection. This data is analyzed then in the form of data analysis, data presentation and conclusion drawing. The results showed that the management of the principal at MA Muhammadiyah Rejang Lebong consisted of planning, implementing, supervising, and organizing. The principal is a leader in an educational institution whose function is as an educator, manager, supervisor, motivator, and innovator. The management steps taken by the principal are to carry out supervision, then the order that always used to support teacher discipline in terms of time, administration to see the learning equipment to be used, and reward teachers who take part in competitions, motivate and encourage continuing education. The supporting factors for the principal's management in improving teacher professionalism can be caused by the fulfillment of funds, teaching staff, sufficient students, discipline, motivation, and a conducive environment, while the inhibiting factor is that there are still many honorary teachers who have not been certified compared to civil servant teachers.

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INTRODUCTION

A key to the success of education in an institution is the management of its leaders and the learning system in schools. Learning is strongly influenced by the principal's own ability to manage within each component of the school (*who is behind the school*). The principal's ability is primarily related to their knowledge and understanding of management in leadership, as well as the duties and responsibilities imposed on him, because it is not uncommon for educational and learning failures in schools to be caused by the principal's lack of understanding of the task she has to carry out at the educational institution.

This condition shows that the success or failure of a school in achieving its goals and realizing its vision and mission lies in the management of the principal in an educational institution, especially in mobilizing, awakening and empowering the various components in the school. In this process, dynamic and quality interaction between the principal, teachers, administrative staff and students plays a very important role, especially in adjusting various school activities according to the needs of the school. the development of science and technology, as well as the demands of the situation, conditions and conditions. All of them are very demanding on the competence and professionalism of the principal, to allow the creation of dynamic quality interactions, (Tarhid, 2017)

Education plays a very important role in the process of improving the quality of human resources. Improving the quality of education is a process that is combined with the process of improving the quality of human resources itself. In order to educate students, the professionalism of teachers is essential to cultivate innovative students in the future. A basic principle that is at the core of the activities of an educational institution, namely the learning process. However, the low quality of teachers is one of the main problems in the world of education in an educational institution. In fact, quality teachers are one of the very important components in determining success in achieving educational goals in an institution. The Ministry of Education and Culture (2014) explained that coaching is an effort to provide assistance to teachers to expand knowledge, improve teaching skills and foster professional attitudes, so that teachers become more skilled in managing teaching and learning activities in teaching and learning students, (Rivayanti et al., 2020)

The leadership in each school is fully held by the principal. So that the principal really needs a lot of knowledge and conceptual skills, this ability is used to see the whole organization for the whole in development. The function of this organization is a dependence on one another and its changes will affect all other parts. So that the principal is not only responsible for the smooth running of the

school but also technically academically. However, all activities in the school are responsible for the principal, (Marsidin, 2019); (Wening & Santosa, 2020).

The principal as a leader in the school has a strategic role in efforts to improve the quality of learning which in turn will improve the quality of graduates, who are able to show their competitiveness and competitiveness in global competition. The principal in carrying out his main duties and functions, is required to have the ability. In the Regulation of the Minister of National Education (Permendiknas) Number 13 of 2007 concerning Standards for Principals / Madrasahs, it is stated that there are five competencies that must be possessed by school principals, namely: (1) personality competencies; (2) managerial competence; (3) entrepreneurial competence; (4) supervisory competence; and (5) social competence, (Oktarina & Rahmi, 2019).

The principal's task is to plan, coordinate, direct, supervise and evaluate all activities of educational institutions. The principal has the responsibility of managing madrasah activities, regulating the teaching and learning process, managing matters related to student affairs, personnel, facilities and infrastructure needed in learning, finances and managing relations with the community. In addition, it also has the authority to organize all educational activities within the school environment he leads, (Supriyanto et al., 2017).

Preliminary observations of researchers show that MA Muhammadiyah Rejang Lebong has a good culture of discipline towards students, teachers and other educational personnel. The principal always supervises learning activities through class visits and school family gatherings. However, it seems that some teachers do not show their competence in carrying out their duties and functions, which means that they are in accordance with the main duties and functions of the teacher, such as: planning activities for the teaching plan, carrying out learning activities, carrying out assessments, carrying out daily tests, it is their responsibility to prepare and implement improvement and enrichment plans, and carry out development in the teaching field.

In its function as a mobilizer for teachers, the principal must be able to cultivate teachers to become professional educators because teachers are the spearhead to realize quality human beings. Teachers will work optimally if supported by several factors including good principal management. The creation of quality education is very important to be realized as well as possible. In this case, the researcher seeks to analyze several aspects of management owned by the principal and analyze the steps of the principal in improving the professionalism of teachers at MA Muhammadiyah Rejang Lebong.

METHOD

Research Methods

In this study, the method used in this study was to use descriptive qualitative research methods. Qualitative research methods are often referred to as naturalistic research methods because research is carried out in natural conditions, which is also called ethnographic methods. Qualitative research is

carried out on objects that develop naturally and are not manipulated by researchers whose presence does not greatly affect the dynamics of objects, (Marce et al., 2020). Data collection obtained by *Natural Setting* (natural conditions), primary data sources and data collection techniques are more on observation, in-depth interviews, and documentation.

Research Location

Research on Principal Management in Improving Teacher Professionalism was conducted at MA Muhammadiyah Rejang Lebong, which addressed the area of Jln. Syahrial Kampung Delima Village, East Curup District, Rejang Lebong Regency. The researcher chose the location at MA Muhammadiyah Rejang Lebong because the school is one of the famous schools and one of the favorite private schools.

Data Collection Techniques

Data collection is carried out to obtain the information needed in order to achieve research objectives. In this study, the data collection techniques used were observation, interviews and documentation.

1) Observation

Observation is a data collection technique that allows researchers to participate directly in activities and make direct observations of the subjects studied in the field. Researchers will record phenomena related to Principal Management in Improving Teacher Professionalism in MA Muhammadiyah Rejang Lebong.

2) Interview

Interviews are conducted by asking questions in exploring the information needed in researching and analyzing. Researchers use this method to obtain data on an overview and all activities and also matters related to Principal Management in Improving Teacher Professionalism at MA Muhammadiyah Rejang Lebong.

3) Documentation

That is to collect research data in the form of notes and other data when digging for information to the resource person as the research subject, in this case, the researcher collects documents related to library management in schools.

Data Analysis Techniques

In analyzing the research data, researchers use 3 stages, namely:

1) *Data Reduction*

In its implementation, the researcher summarizes all the data obtained, then sorts out data related to the principal's management in improving teacher professionalism.

2) Data Presentation (*Display Data*)

After the data is reduced, the next step is to present the data. In the presentation of data, the author performs in a descriptive or explanatory form.

3) Conclusion Drawing

After the authors collected data from observations and interviews, researchers processed and presented the data. After the data is processed and presented by the researcher, the researcher then draws conclusions from the existing data to answer the problems to be studied in this study.

RESULTS AND DISCUSSION

Description of Principal Management in Improving Teacher Professionalism in MA Muhammadiyah Rejang Lebong

A good school strives to improve the professionalism of teachers through training and orientation programs to improve the professionalism of educational personnel. And must have the personality or traits and abilities and skills to lead an educational institution. As a principal must perform management functions well in the educational institution he leads, an important factor in management is how we achieve our goals, how to balance conflicting goals. mutually exclusive, never separate from each other.

Management namely: POAC (Planning, Organizing, Taking Action, and Controlling). The principal as a school leader, indeed, cannot be separated from sharing the duties he carries out, for example, as an administrator, manager of various resources in the school, and teaching leader. Principals who serve as functional personnel must have professional competence as school leaders. Referring to the Decree of the Minister of State Apparatus Control Number 296 of 1996 concerning the Position of Teacher, it is stated that the principal is a teacher who gets additional duties, (Mukhlisin, 2020). As a school principal, he must have the right management in providing coaching to improve the professionalism of teachers. The management carried out by the principal at MA Muhammadiyah Rejang Lebong is as follows:

1) Planning

The first basic ability of a head of an educational institution is to carry out planning regarding the determination of activities that must be carried out to achieve a goal based on facts that include actions, directions and directions in a subsequent action. Things that must be present when planning is made, namely:

- a) Applying based on the formulation of the vision, mission, and educational objectives;
- b) Contains steps or procedures in the process of activities to achieve the objectives of a learning in a school or institution;
- c) Become a behavior control (principal, teacher, employee, student, school committee); and
- d) Formulate the results to be achieved in the process of educational services to students.

Based on the results of an interview with the principal, Mr. Iwangga Saputra, that he always involves all teachers, committees or communities in

school policies, including in the formulation of the school's vision and mission, the formulation of school work programs, school discipline programs, (Iwangga, 2022). This is important according to him because the operation of this school is very dependent on the cooperation of the principal, teachers, committees, and the community. So, they should be involved in this.

2) Organizing

The results of the organization carried out by the principal described in the interview are the principal said that as the principal the most important and main thing seen from the teacher's professionalism is the curriculum used to help the learning process, namely the learning tools used are RPP, syllabus, and assessment or evaluation. With the curriculum or learning tools, it will add value or plus points for a teacher in carrying out a lesson in the classroom. Without learning tools, a teacher will not be able to carry out effective and efficient learning for students, there are learning methods, learning media and competencies that must be mastered by a teacher. Teachers also need to determine what type of evaluation is used and what kind of evaluation results are expected, it will have an influence and impact on improving and improving the quality of subsequent learning That's where the level of teacher professionalism is seen.

Teachers as school educators basically have different roles and duties. As intellectually and pedagogically qualified educators in accordance with national education standards, teachers must carry out all functions and tasks as well as possible so that the teaching and learning process can succeed in accordance with the goals to be achieved in the future. As the principal, he always accompanies his colleagues and improves cooperation with them so that they are ready to work successfully in the teaching and learning process.

3) Actuating

Innovation management describes the ability of managers to coordinate all resources within the organization, create, improve, and enforce ideas that can revolutionize the organization. As an implementer, the principal must be able to influence others to be willing to carry out their duties voluntarily in order to achieve the desired educational goals The implementation provided is the opportunity for teachers to carry out training activities, and seminars related to the department in order to create achievements in improving teacher professionalism, (Hanafi & Rappang, 2017).

This is as explained by the principal that the program or effort to improve the professionalism of teachers that I do as the principal and related ranks is to include seminars, training, courses, further studies, and we form a silaturahmi forum between teachers and principals. In the implementation of the principal at MA Muhammadiyah Rejang Lebong in addition to providing motivation for teachers to continue their education

level studies, the principal also supervises teachers to provide direction and guidance related to teacher professionalism in it about teacher learning tools.

The principal added that the principal provides an opportunity for each teacher to compile a learning program or gives time to make a learning program properly and planned according to the goals that have been set before. Furthermore, the principal communicates personally to each teacher to approach, instruct the problem at hand in order to get a solution properly, (Iwangga, 2022).

4) Controlling

The last basic skill a schooler should have been to supervise. The purpose of supervision is to look at the management of educational administration, including: Curriculum management, financial management, management of facilities and infrastructure, management of human resources or staff, student management, management of school-community relations, cultural management of the school environment, and others to improve the quality of administrative aspects.

The implementation of education administration through financial administration with the modification of RKAS first, as the main implementer can manage the fields of curriculum, finances and school facilities together with teachers and related staff. The use of media as a support for learning through the use of different media is tailored to the needs, but throughout the school, cultural monitoring of the school environment is carried out in collaboration with teachers and questioning students' attitudes and disabilities. Looking for solutions to the problems encountered so that teachers can learn, especially to condition students.

A school leader as a leader must have a distinctive personality that includes personality, knowledge of educational personnel, vision and mission of the school, decision making and communication skills. School leaders as motivators must be able to motivate educational personnel to perform various tasks and functions. This motivation can be enhanced by designing the physical environment, workplace atmosphere, discipline, promoting rewards effectively, and providing a variety of learning resources through the development of learning resource centers.

The principal's management capacity is the principal's ability to manage an educational institution through its management functions, (Kristiawan et al., 2017). manage the processes of planning, organizing, directing and controlling members of the organization and the use of all other organizational resources to achieve organizational goals. The achievement of *good governance* in an organization requires a manager who has special expertise in their field, and this is also true in the world of education, especially schools. As a manager, the principal has enormous duties and responsibilities in running his school. The success of a principal in running his school cannot be separated from the principal's ability as a

school leader in carrying out duties and roles as administrators (Rivayanti et al., 2020)

Steps taken by the Principal in Improving Teacher Professionalism in MA Muhammadiyah Rejang Lebong

Teacher professionalism is the ability of a teacher to use teaching materials comprehensively and thoroughly, integrate learning content with the use of information and communication technology (ICT), and engage students with national standards of education. Therefore, teachers must have a deep and broad understanding of the subjects they teach, and must be able to master various teaching models and methods. To improve the professionalism of teachers, school leaders must have the right strategies to create activities that have a positive impact on professionalism.

The professionalism of teachers through the development of learning innovations is very important to be demonstrated in today's world of education. Because the need to be a professional teacher in the millennium era has never subsided. Because in the course of humanity and humanity, he presents as the most reliable subject, commonly known as Oemar Bakri. In fact, teachers can continue to follow the current development of education and can come up with new innovations that are more in line with educational needs in the current era of globalization.

The characteristics of a person whose professionalism include the following 1) the possession of a standard selection mechanism so that only those who are competent can do the work or profession; 2) society recognizes the services rendered on the basis of its possession of a set of knowledge and skills that support that profession; 3) a certain educational process is required before a person can or is able to carry out the duties of the profession; and 4) the creation of professional organizations to protect the interests of their members and improve services to the community. The professional development of teachers in the educational environment is directed at professional quality, objective performance appraisal, transparency and accountability, as well as motivating to improve performance and achievement, (E. F. Ningsih, 2016)

With professional duties and continued to be supported by their pedagogical competence, teachers function to help students to learn and develop, helping the moral, intellectual, personal and social development of citizens who enter the school. Crowded with the results of the researcher's interview with the principal, he explained the activity that is planned once a month, namely the KKG (Teacher Working Group).

In this activity, we discussed what problems occur and what obstacles often occur in daily teaching and learning activities. Then the teacher attends a long-term advanced training program (Training and Further Education), seminars, PKB (Continuing Professional Development), and workshops at the Education Office or free advanced training on his professional competencies, or attends seminars. The description of the above principles can be understood in the sense that all teachers are given the opportunity to attend KKG, seminars,

training courses or workshops in order to improve their professional competence.

The steps used by the principal to improve Teacher Professionalism by explaining that the professional competence of teachers must be measured. To measure the success of teachers there is a control system that is monitoring then the results are listed in the PK (job evaluation) so PK we can see the success of our teachers and that is where we also see the shortcomings and predictions, especially in the training workshop or education and training and this is where one of the duties of the principal of the assessment school is the domain is called surveillance.

Education and training are also useful for teachers to get new information related to education, teaching, new methods in the field of learning as well as teachers to prepare teacher certification profiles as an added value to achieve the specified passing score. This statement was further informed by the principal about the steps to improve the professionalism of teachers that is to improve the professionalism of teachers, the principal always sends teachers one after another and according to his field of study. Seminars or other educational activities organized by training centers (government), private organizers, and training organized independently by schools. then, in order to improve the teacher profession and raise the degree of education and also have an impact on improving teacher professionalism, (Asmui et al., 2019)

The addition of the principal on how to improve the professionalism of teachers has a huge influence on teachers who take part in trainings, seminars and workshops. Because from these activities the teacher has new knowledge to apply in the classroom. So that learning is not boring and students feel comfortable following learning, teachers must be smart, able to innovate and be creative in order to choose strategies to carry out the learning process in the classroom. Regarding the use of methods in teacher teaching and learning activities, the principal explained that in using learning methods, teachers must take advantage of interesting methods or strategies, but the selection of these methods and strategies is not only seen from the point of view of the level of interest, but also from the point of view of the fit between the method and the audience.

According to the principal's explanation, the teacher must choose an interesting learning method and according to the subject. The use of interesting methods certainly makes students excited to learn because the methods used are not rigid, not limiting. Choosing a method is not an easy thing because not all teachers understand to choose a good method, sometimes even just understand the name but not the application. The principal often guides and directs teachers to prepare the lesson plan well before implementing KBM (teaching and learning activities), the implementation of a good learning plan (RPP) should include the following: covering various important factors, such as school name, time allocation, competency standards, core competencies, objectives, indicators, methods, learning strategies and resources, then the

teacher must adjust what has been prepared in the RPP to be applied in the process classroom teaching, (Yenni et al., 2020)

Supporting Factors for Principal Management in Improving Teacher Professionalism in MA Muhammadiyah Rejang Lebong

1) Supporting Factors

Supporting factors, the principal's management in improving teacher professionalism are:

a) Professional of Teacher

No less important supporting factor in this school is the development of teachers. In general, the presence of teachers at MA Muhammadiyah Rejang Lebong is quite adequate compared to the number of existing study groups, not to mention that the teachers here are all qualified and qualified for teaching. Thus, the problem of the teacher's element is unquestionable. Teachers are directed to participate in useful professional development activities to add insight and skills.

b) Conducive school environment

In the observation of researchers who conducted interviews with the principal, he said that the factors that support the professionalism of teachers include the skills, abilities and experiences that each teacher has. According to the principal, what every teacher can perfectly do and develop is from skills, abilities, and work experience. Based on the researcher's observation of improving the professionalism of teachers, namely the skills, abilities, experiences and personalities of each teacher.

2) Inhibiting Factors

Factors hindering the principal's management in improving teacher professionalism are:

a) There are still very few certified honorary teachers who make them reference funding and teacher needs. The importance of teacher needs in the implementation of learning activities.

b) The lack of optimal time management of teachers and staff between schoolwork and other tasks in the family and community.

c) The sense of responsibility of some teachers in schools due to other activities is still low.

d) Most teachers only use the previous year's lesson plan to guide learning.

e) There are obstacles faced by teachers in teacher performance standards, including a lack of understanding of the National Education Regulation year 2007 concerning Teacher Qualifications and Competency Standards, Student Diversity Characteristics, (N. Ningsih, 2018).

f) Few teachers are optimal in using information and communication technology.

Based on the results of the study above, researchers believe that the next step for the existing inhibiting factors, namely teachers must prioritize their position as state servants, making the best use of opportunities. Use facilities and infrastructure well for transportation in learning. Management is a special process consisting of planning, organizing, implementing, and supervising which is carried out to determine and achieve predetermined goals through the use of human resources and others.

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