

# School Principal's Leadership Strategy in Improving Teacher Professionalism in Special Schools (SLB) Negeri 1 Makassar, Makassar City

**Kurniawan<sup>1</sup>, Misykat Malik Ibrahim<sup>2</sup>, Yuspiani<sup>3</sup>**

Manajemen Pendidikan Islam, Pascasarjana UIN Alauddin Makassar, Indonesia <sup>(1)</sup>

Pascasarjana UIN Alauddin Makassar, Indonesia <sup>(2), (3)</sup>

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## Abstract

This study aims to analyze the principal's leadership strategy in improving teacher professionalism in SLB Negeri 1 Makassar City. Using a qualitative approach with a phenomenological method, data were collected through interviews, observations and documentation from various related parties. The results showed that principals play an important role in improving teacher professionalism to support quality education for students with special needs. The leadership strategies implemented include specialized training, implementing effective teaching methods and developing an adaptive curriculum according to students' needs. Principals play the role of educator, leader, manager, motivator and supervisor, which is realized in efforts to improve teacher professionalism. Supporting factors include the high level of education of teaching staff (S1 to S3), dedication, discipline, and adequate facilities. The obstacle faced is the lack of competence of some teachers in IT knowledge. The implication is that school principals are expected to be more dedicated in creating a conducive educational environment, routinely monitoring and evaluating the learning process, and improving infrastructure. Teachers are expected to carry out their obligations as educators well, and continue to improve their professional, social, pedagogical and personality competencies to achieve educational goals.

**Keywords:** Leadership Strategy, Principal, Teacher Professionals.

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□ Corresponding author : Kurniawan

Email Address : [dandikurniawan852@gmail.com](mailto:dandikurniawan852@gmail.com)

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## Introduction

SMAIT Al-Fityan School Gowa Regency is one of the Islamic educational institutions with private status and holds A accreditation, so that it is one of the proofs that the educational institution is of quality. In addition, this educational institution is able to produce students who excel and are able to compete with other educational institutions. In addition, SMAIT Al-Fityan School Gowa Regency is able to produce quality graduates so that they can be accepted at quality universities. In addition, this educational institution is able to develop human resources so that the performance of educators continues to improve which also affects the learning process and the achievements of students. It is not surprising that the achievement and quality of the school continues to increase and is able to attract students.

Education is one of the pillars in the progress of a nation, the more quality education provided, the better the nation. Education plays an important role, because with education there will be many smart and great generations born to improve the progress of the nation's life in the future. The world of



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education has a strategic role and is a determining factor for reliable human resources. In this case, teachers are directly involved in their strategic role to form human resources who have knowledge, skills and also student character. Teachers are an important factor in improving the quality and quality of education. (Kristiawan & Rahmat, 2018)

Advanced or developing education cannot be separated from the role of a leader in this case the principal. In achieving the quality of education, the principal must place teachers according to their functions and duties. Provide facilities and infrastructure to develop their potential by including training and workshops so that teachers can become more professional teachers in their respective fields. Make measurements of teacher performance, improve the system, give rewards to outstanding teachers. The principal provides learning facilities, conducts coaching for teachers and education personnel, and establishes good relationships with stakeholders at school. (Nurul Anam and Zairotul Malikkhah, 2020)

Principals have a big responsibility in trying to improve teachers' professional competence. Improving teachers' professional competence requires a principal's strategy. According to Nanda, the principal's strategy is a plan or effort made by the principal to implement predetermined rules. A strategy is a long-term plan designed to help principals achieve specific goals and objectives, especially strategies to improve teachers' professional competence. (Nanda, 2022).

The importance of the role of the principal as the person in charge of implementing organizational activities in schools so that teacher learning is more meaningful and achieves educational goals, so the principal as the person most responsible for the progress of learning activities in schools needs to carry out education, supervise and motivate teachers and employees. Principals must also be the driving force of resources within the school, namely by mobilizing teachers and employees so that their performance increases in realizing quality learning.

Professional Competence according to the National Education Standards Board (BSNP), the explanation of Article 28 paragraph (3) point c found that professional competence is the ability to master learning material broadly and deeply that allows guiding students to meet established competency standards. In line with that, Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System, the position of teacher as an educator is a professional position that requires teachers to be able to develop in line with the times, master science and technology, and be able to meet the needs of society including the need for quality human resources, (Depdiknas, 2003). Based on this law, it is clear that teachers play an important role in realizing the success of national education. Teacher professionalism is the key to creating quality education in accordance with national standards. Therefore, teachers are expected to create a conducive learning environment, support the development of learners, and become the main foundation in achieving better quality education in Indonesia.

The Indonesian Law on Teachers and Lecturers No. 14 of 2005 and government regulation No. 19 of 2005 state that "teacher competencies include: personality, pedagogic, professional and social." With the existence of government regulations regarding teacher competence, it is hoped that teachers will become professional in carrying out their teaching profession. Especially a teacher must reflect good personality competence towards students, (Dudung, 2018). Teacher competence is divided into four competencies including (personality, pedagogic, social and professional) that must be possessed by teachers, professional competence is considered to be a serious and crucial problem among teachers, namely many teachers are considered to be stuttering in mastering teaching material broadly and deeply so that they fail to present meaningful and useful learning activities for students. On the other hand, when referring to the Regulation of the Republic of Indonesia Education Material Number 16 of 2007, it reveals that teachers are still weak and insufficiently competent in the following subcompetencies: (1) mastering the material, structure, concepts and scientific patterns that support the subject being taught; (2) mastering the competency standards and basic competencies of the subject / scientific field being taught; (3) developing the learning material being taught creatively; (4) developing professionalism on an ongoing basis by taking reflective action, and; (5) utilizing information and communication technology to communicate to communicate and develop themselves, (Mulyasa, 2008).

Based on the description above, the researcher will conduct a study to describe the research findings on the principal's leadership strategy in improving teacher professionalism. Through the explanation above, this study aims to (1) analyze the leadership strategies of school principals in improving teachers' professionalism in SLB Negeri Makassar Makassar City. (2) analyze the role of principals in improving teachers' professionalism in SLB Negeri 1 Makassar Makassar City. (3) analyze the supporting and inhibiting factors of school principals in improving the professional competence of teachers at SLB Negeri 1 Makassar Makassar City.

## **Methodology**

This research uses a qualitative approach with phenomenological methods to understand the principal's strategy in improving teacher professionalism at SLB Negeri 1 Makassar Makassar City. Data were obtained through observation, interviews, and documentation, using primary data from the principal, vice principal, school committee, and teachers, as well as secondary data from school documents. This SLB was chosen because it has professional educators and unique characteristics compared to regular schools, such as curriculum and learning approaches that are suitable for students with special needs. Data collection methods included structured observation, in-depth interviews, and documentation in the form of photographs and supporting notes. Data analysis was done descriptively qualitatively through data reduction, data presentation, and conclusion drawing. Data validity testing was carried out by triangulating sources, techniques, and time to ensure credibility. This research aims to explore phenomena in depth in a natural context, providing a thorough understanding of the role of school principals in human resource management in an inclusive education environment.

## **Result and Discussion**

### **A. Principal's Leadership Strategy in Improving Teachers's Professional Competence**

SLB Negeri 1 Makassar Makassar City is a school for children with disabilities where the school has 5 specialties ranging from children with visual disabilities (blind), hearing disabilities (deaf), intellectual disabilities (tunagrahita), physical disabilities (tunadaksa), and autism. In SLB Negeri 1 Makassar Makassar City also has 4 educational units ranging from kindergarten, elementary school, junior high school, high school.

The success of an educational institution is largely influenced by school leaders. School principals are required to be able to play an active role in controlling, developing and running the schools they lead. In controlling, developing and running the school, the principal must have and implement the right strategy to achieve the vision and mission of the school. In developing the school he leads, the principal of SLB Negeri 1 Makassar makes a policy that is determined to improve teacher professionalism. As stated by Mr. Andi Hamjan, the head of SLB Negeri 1 Makassar Makassar City, he stated that:

*"The strategy carried out in order to improve the professionalism of teachers, we first look at where the school wants to go, namely looking at the goal. To achieve this goal, human resources need to be built and prepared properly and well, for example by sending teachers to participate in trainings, workshops, trainings and so on to achieve school goals. In addition, in improving the professionalism of teachers, we grow awareness of the importance of improving teacher competence in accordance with the Law on Teachers, (A. hamjan)"*

In line with that, Mr. Muhammad Nur as the supervisor of student affairs at SLB Negeri 1 Makassar, Makassar city, revealed that:

*"The principal participates in seminars, trainings, and training activities held by the Education Office and held by the Ministry of Religion. especially holding workshops or trainings for teachers who are not from LB graduates" (Muhammad Nur)*

This was also strengthened by Mrs. Yusliaty as a teacher at SLB Negeri 1 Makassar Makassar City, she revealed:

*"Activities such as my KKG and the teachers regularly participate in it, because there we as teachers can gather and discuss with teachers from other schools and can exchange new knowledge. Usually, what is discussed starts from learning tools such as lesson plans, syllabus, etc. and also learning methods, to the development of current learning materials. So there are so many benefits," (Yusliati)*

Based on the above explanation, it can be concluded that the strategy carried out by the principal in improving teacher professionalism. The principal provides opportunities for teachers to participate in activities that can improve teacher competence and professionalism, in this case the principal supports the teachers by delegating teachers in activities held by the office and non-office such as training activities, seminars, KKG, technical guidance, training, workshops and so on.

In addition to making policies, the form of strategy from the principal of SLB Negeri 1 Makassar Makassar City is in terms of the placement of educators. The proper placement of educators or teachers is an effort made to advance and increase work productivity. For the placement of educators or teachers at SLB Negeri 1 Makassar Makassar City, namely by matching educational backgrounds and placing education personnel according to their respective interests, abilities and expertise. This is in accordance with the interview with Mr. A. Hamjan as the principal of SLB Negeri 1 Makassar Makassar City, he revealed that:

*"For the placement of educators and education staff at SLB Negeri 1 Makassar, we adjust it to their respective educational backgrounds, and usually I prioritize the alumni who come from LB teacher graduates. I also place education staff according to their respective interests and expertise" (A. hamjan)*

In line with that, Mrs. Diana Rosalina as the curriculum supervisor as well as a teacher at SLB Negeri 1 Makassar, revealed that:

*"Together with other friends as educators who are LB graduates, they are placed according to their respective expertise. So we have our own classes, some of which are in the visually impaired, deaf, disabled and also autistic. Unlike sports and religion teachers, it covers everything and it does need special training as well." (Diana Rosalina)*

This statement is in line with Mrs. Yusliati, as a teacher at SLB Negeri 1 Makassar, stating that:

*"So in the placement of educators, the principal always prioritizes the use of existing potential. This process begins with the collection of data related to the interests and competencies of each teacher. So the school district always distributes questionnaires or conducts interviews directly." (Yusliati)*

By considering the suitability of the background and skills possessed by each educator or teacher with this placement, it will avoid gaps in the material delivered and the tasks to be carried out.

The principal's strategy in improving teacher professionalism is to give orders, reprimand, supervise, appreciate, accept suggestions, create work discipline. things that the principal does such as intensifying meetings, where the meeting is a forum for evaluating various activities, including teaching and learning activities.

Based on the results of interviews with Mr. A. hamjan as the principal of SLB Negeri 1 Makassar Makassar City, he stated:

*"We hold an evaluation or meeting every week, to find out how the learning process develops in the classroom, and the problems felt by the teachers, then we deliberate together to find a solution to the problems faced" (A. hamjan)*

This is in line with what was conveyed by Mrs. Diana Rosalina as the Deputy Head of Curriculum of SLB Negeri 1 Makassar City, she revealed:

*"From the principal, what I know in improving the professionalism of teachers is to improve the discipline of teachers, for example, teachers must be in accordance with the teacher's code of ethics. And it all starts with the principal himself, so the principal sets an example for teachers besides that he also holds regular official meetings. Mr. A. Hamjan has the ability and expertise in good communication to lead SLB Negeri 1 Makassar Makassar City, judging from the way he solves problems wisely, calmly and patiently, he also receives criticism and suggestions from teachers and staff so that he prioritizes deliberation in making his decisions" (Diana Rosalina)*

At the time of observation, the researcher saw the principal walking around the school monitoring the condition of SLB Negeri 1 Makassar Makassar City, are there any classes that are not filled by teachers or are there any teachers who have not come in. Which then the researcher asked Mr. A. Hamjan as the principal, he stated:

*"Direct supervision is very important in an effort to optimize teacher performance. The performance continues to be monitored, starting from discipline and teaching methods" (A. hamjan)*

Based on the above explanation, it can be concluded that the strategy carried out by the principal in improving teacher professionals. The principal conducts an intense evaluation by holding weekly meetings through this forum each educator (teacher) has the opportunity to convey various ideas, ideas, criticisms, suggestions, views, and opinions directly related to the problem of teaching and learning activities (KBM) in particular, and other issues. So this can result in more optimal and optimal teacher performance in teaching and learning activities.

The last strategy is to maintain the discipline of teaching staff, in this case teachers in the Makassar State Special School, Makassar City. So, if there are teachers who lack discipline in the sense of breaking the rules. The strategic steps taken by the principal are, first, giving warnings and reprimands. This reprimand is only an invitation, advice about their respective duties and responsibilities. When the teacher is late for class, then on that occasion it is conveyed not to be late again in teaching at a later time. In addition to punishment, of course, the principal also provides rewards or gifts for educators or teachers at SLB Negeri 1 Makassar.

This is in accordance with what was conveyed by Mr. A. Hamjan as the principal of SLB Negeri 1 Makassar, he revealed that:

*"To maintain teacher discipline, we implement several planned and sustainable strategies. First, we set clear regulations regarding working hours, responsibilities, and professional ethics. All educators are given a good understanding of this regulation through regular socialization. Second, we implement an effective supervision system. Such as recording attendance and periodic performance evaluations. We also often hold evaluations or meetings every week, to find out how the learning process is progressing, and the problems felt by teachers. In relation to the reward, we definitely give it every year as a form of appreciation or gift to teachers who are disciplined and can be a good example for others." (A. hamjan)*

In line with that, Mr. Muhammad Nur as the supervisor of student affairs at SLB Negeri 1 Makassar, stated that:

*"In improving teacher discipline, the principal creates a positive work culture by rewarding educators who show high discipline and dedication. This award can be in the form of recognition at school events or certain incentives, which are expected to motivate all educators to be more disciplined.(Muhammad Nur)*

Some of the above statements can be concluded that strategies include establishing clear regulations, effective supervision, and creating a positive work culture with rewards for disciplined teachers. this is to improve the discipline of teachers and other education personnel. Because a teacher must be a good role model for all students. In addition to punishment, the principal also balances it by



giving rewards or prizes for teaching and education personnel who can be good role models for other school members.

The principal's strategy in achieving cooperation from colleagues or members in achieving school goals is a Transformational strategy where the approach used by the principal is to inspire and motivate teachers and staff to work more creatively, proactively, and with high dedication. the principal also involves teachers and opens regular discussions, such as monthly meetings. As well as providing trainings that suit the needs of teachers.

## **B. The Role of School Principals in Improving Teachers' Professional Competence at SLB Negeri 1 Makassar, Makassar City**

Management in modern education, the principal must at least have a role and be able to function in this case as an educator, leader, supervisor, administrator and motivator. The description of the duties and functions of the school principal are:

### **1. Principal as Leader**

The principal as a leader plays an important role in the development of the school. Therefore, the principal should have the leadership spirit to manage the teachers and other school employees. In this regard, the principal does not only manage teachers, but also the school's relationship with the community and parents. So, whether or not the school goals are achieved depends entirely on the policies applied by the principal to school personnel.

As a leader in the scope of education, the principal is expected to continue to play an active role in developing and running the school he leads with various programs used by the principal. The role of the principal in improving teacher professionals at SLB Negeri 1 Makassar Makassar City is carried out in various ways. The role or efforts taken by the principal in improving teacher professionals. In the researcher's interview with Mr. A. Hamjan as the principal at SLB Negeri 1 Makassar Makassar City, he stated that:

*"To realize the school's goals, of course, there are programs that I have arranged, starting from the semester program, annual program. These various programs are of course sustainable between one another. I hope that the programs that we have gradually arranged can run smoothly and can develop this school to be even better. So we are committed to improving teacher professionalism in SLB through several programs such as: 1) Periodic Training, where we hold regular training and workshops that focus on developing teaching skills, 2) Mentoring & guidance, so this program is implemented to provide support and guidance to teachers, especially those who have just joined, 3) Professional discussion forums, we hold regular discussion forums where teachers can share their experiences, challenges, and solutions that they encounter in the field. 4) Comparative studies to other SLBs, so we conduct comparative studies and visits to other SLBs so as to provide opportunities for teachers to learn and gain experience from other schools, 5) Evaluation and Feedback: we conduct regular evaluations of teacher performance and provide constructive feedback, 6) participation in seminars and classroom conferences: encourage teachers to attend seminars and others, 7) and the last is the classroom action research program: encourage teachers to conduct classroom action as a way to explore effective teaching methods and adapt to the needs of students with special needs."* (A. hamjan)

In line with that, Mr. Sederhana Ali as Chairman of the Committee at SLB Negeri 1 Makassar Makassar City, he revealed that:

*"At the beginning of every semester, the principal always holds a meeting and also invites us as representatives of students' parents to discuss the plans for programs and activities that will be carried out for the next semester. Beliau also distributed tasks to teachers so that they could prepare these programs according to their fields"* (Sederhana Ali)

This statement is in line with Mr. Muhammad Nur, as the Head of Student Affairs, who stated:

*"The initial stage of the efforts made by the principal is to conduct surveys and discussions with teachers to discuss programs that will be carried out in the future. Principals and teachers also discussed the challenges they face in teaching and where they feel they need to improve"* (Muhammad Nur)

Principals who show a high commitment and focus on developing programs and learning activities in their schools will certainly pay attention to the level of competence of the teachers. In managing education personnel, one of the tasks that principals must carry out is to carry out maintenance and professional development activities for teachers. In this case, the principal should be able to facilitate and provide ample opportunities for teachers to carry out professional development activities through various education and training activities." (Mulyasa, 2017)

## **2. Principal as Educator**

Carrying out his function as an Educator, the principal must have the right strategy to improve the professionalism of the education staff in his school. This can be done by creating a conducive school climate, providing advice to school residents, providing encouragement to all education personnel, (Mulyasa, 2017).

As an educator, the principal must always try to improve the quality of learning carried out by the teachers. In this case, Mr. A. Hamjan as the principal always strives to provide guidance to teachers. As stated by Mr. A. hamjan as the principal, he stated:

*"One of the efforts that I make to improve the quality of learning of teachers here is by providing guidance to teachers on how to prepare the syllabus and lesson plan in accordance with their principles, guiding teachers in determining learning methods that are suitable for their students, to guidance in carrying out learning activities both in and out of the classroom. In addition, I also do not forget to always motivate teachers so that they can use information technology for learning"* (A. Hamjan)

A similar statement was also conveyed by Mrs. Diana Rosalina as the Vice President of Curriculum, she stated:

*"Usually the principal evaluates learning, then the principal provides guidance on the shortcomings when carrying out learning. Not only that, the principal also always provides guidance related to learning tools. Starting from annual programs, semester programs, syllabus, lesson plans, to evaluations"* (Diana Rosalina)

The same thing was also expressed by Mrs. Yusliaty, as a teacher at SLB Negeri 1 Makassar Makassar City, she stated:

*"As a teacher, I feel the various efforts made by the principal in improving our professionalism. One of the most impactful first steps was the procurement of training programs designed around our needs. The principal conducted a survey to find out the areas we needed to improve, so that the training held was really relevant and in accordance with the challenges we faced in the classroom."* (Yusliati)

In addition to providing guidance to teachers, the efforts made by the principal in improving the teacher's professionalism are to include teachers in training activities. As stated by Mr. A. hamjan as the principal, he said:

*"To improve the ability and competence of teachers here, we always involve teachers in trainings and workshops. Because by participating in these trainings, teachers who have not mastered administration well, such as syllabus, lesson plans, and including teaching methods for teachers who are not from LB graduates to become capable and capable. This is done so that teachers are more creative and innovative in delivering material to their students."* (A. Hamjan)

The training and coaching are carried out in the school environment and outside the school. Mrs. Yusliayati as a teacher at SLB Negeri 1 Makassar Makassar City, stated:

*"For my own training, I am always included by the principal to take part in trainings, both in the form of workshops and seminars and technical guidance. From there, I can also know more about the development of learning methods that I can apply to children in class, as we know that students in SLB are different from students at school in general. This means that the teachers here are not only good at giving lessons but also need extra patience", (Yusliati)*

The same thing was also expressed by Mr. Muhammad Nur as the Vice President of Student Affairs at SLB Negeri 1 Makassar Makassar City, he revealed:

*"The efforts made by the principal to improve the professionalism of the teachers here are where he always participates in workshops or training inside and outside the school. This aims to provide briefings for teachers here related to administration and learning plans", (Muhammad Nur)*

In addition to training or workshops, activities such as KKG, Technical Guidance, seminars, training, etc. This helps teachers to improve their ability to use methods when teaching in the classroom and administrative completeness. Based on the above statement, it can be concluded that bringing the principal as an *educator* is by providing guidance to teachers, participating in teachers in training activities. These activities are carried out in the context of the principal's efforts to improve the professional competence of teachers in the field of learning so that teachers can carry out their duties as educators optimally.

### **3. Principal as Administrator**

The principal as an administrator has a very close relationship with various administrative management activities that are in the form of recording, drafting and documenting all school programs. School principals must have the ability to manage the administration of facilities and infrastructure, manage archival administration, and manage school administration, (D & Julkifli, 2021)

The principal as an administrator is responsible for the smooth implementation of education and teaching in his school. The principal always tries to make everything run smoothly at his school. This includes all school activities, such as teaching and learning, student affairs, personnel, infrastructure, business and finance as well as regulating the school's relationship with the community. As the principal of the school, Mr. A. Hamjan When asked in an interview, he stated:

*"As a principal, I realize that my role as an administrator is very important in improving the professional of teachers. One of the first steps I took was to design policies that support professional development. I conduct a needs analysis to understand the challenges faced by teachers, so that the training programs we hold are relevant and in accordance with their needs, In addition, I organize mentoring programs where more experienced teachers can mentor their new peers. This program has proven to be effective in building confidence and teaching skills", (A. Hamjan)*

The same statement was also expressed by Mrs. Diana Rosalina as the Vice President of Curriculum, she revealed that:

*"My task here as a curriculum waka one of them is to assist the principal in compiling the school curriculum and also every time before holding an activity at school, the principal, the principal always conducts a coordination meeting with the teachers to divide the tasks of each teacher. Also, the principal always encourages collaboration between teachers by forming working groups that focus on the development of teaching materials and learning evaluation. Through discussions and sharing experiences in this group, we can learn from each other and improve our teaching practices", (Diana Rosalina)*



This was also revealed by Mrs. Yusliaty as a teacher at SLB Negeri 1 Makassar in Makassar city, she stated:

*"One of the significant steps taken by the principal is the development of policies that support the improvement of teacher competence. The principal also encourages collaboration among us by forming a working group that focuses on curriculum development. This gives us the opportunity to share ideas and strategies that have proven to be effective, which ultimately improves the overall quality of our teaching", (Yusliaty)*

The role of the principal as an administrator is carried out by the principal of SLB Negeri 1 Makassar Makassar City by arranging the school's organizational structure and delegating duties and authority to each member in accordance with the existing organizational structure, so that there is no overlap in carrying out their respective duties. So, it can be concluded from the above statement that the principal as an administrator, including the principal as an administrator, must have the ability to manage school administration such as compiling the school curriculum, school organizational structure, to compiling administration.

#### **4. Principal as Supervisor**

Supervision is a coaching activity that is planned to assist teachers and other school employees in doing their jobs effectively. The function of supervision or supervision in education is not just control to see whether activities have been carried out in accordance with the plan or program that has been outlined, but more than that. Supervision includes determining the conditions or requirements for personnel and materials needed to create an effective teaching and learning situation and strive to meet those conditions, (Kurniati, 2020)

In carrying out his duties as a supervisor, Mr. A. Hamjan as the principal does not run it alone, but is assisted by several senior teachers to carry out supervision of other teachers. The form of supervision carried out by the principal is by visiting classrooms and monitoring the teachers' teaching code. As stated by Mr. A. Hamjan as the principal, he stated:

*"For supervision, we do it every month, namely to find out the extent of the implementation of learning that has been going on. One of the approaches that I apply is to conduct regular classroom observations. These observations are not only to assess performance, but rather to provide constructive feedback. In this way, I can help teachers identify strengths and areas that need improvement, as well as offer appropriate support. In addition, I encourage professional development through mentoring programs. In this program, more experienced teachers mentor their new peers. This not only strengthens teaching skills, but also strengthens the sense of community and support within the team"(A. hamjan)*

In line with that, Mr. Muhammad Nur as the Vice President of Student Affairs of SLB Negeri 1 Makassar Makassar City, he stated:

*"The role of the principal as a supervisor is very influential in improving the professionalism of teachers. One of the most effective steps is through regular classroom observation. In these observations, the principal not only evaluates teaching performance, but also provides constructive and specific feedback. This really helps us as teachers to understand what is good and what needs to be improved, the Principal also encourages an open dialogue after observation, where we can discuss the challenges we face and share strategies that have worked. The atmosphere built is a mutually supportive atmosphere, where every teacher feels valued and listened to. This gives us more confidence to try new teaching methods and innovate." (Muhammad Nur)*

This is in line with the statement of Mrs. Yusliaty as a teacher at SLB Negeri 1 Makassar Makassar City, she revealed:

*"As a teacher, I feel a significant positive impact from the role of the principal as a supervisor in improving our professionalism. One of the most helpful things is the classroom observation routine carried out by the principal. In each observation, the principal not only assesses teaching performance, but also provides constructive feedback. I feel that the feedback given is very specific and immediately applicable, so that I can immediately make improvements in my teaching methods, the Principal is also committed to organizing training and workshops that are relevant to our needs. By involving us in the training planning process, we can ensure that the material delivered is truly applicable and appropriate to the context of our classes. It is very helpful in improving our skills and knowledge as educators," (Yusliati)*

From the above explanation, it can be seen that the principal's duties as supervisors are manifested in his ability to compile and implement educational supervision programs and utilize the results. With this supervision, the principal can find out the extent of the implementation of learning in the classroom which is then evaluated and find the right solution to overcome it.

## **5. Principal as Motivator**

School principals have an important role as a motivator in creating a positive and productive learning environment. By inspiring teachers and staff, principals can encourage them to reach their best potential. Through effective communication, these educational leaders are able to build a spirit of collaboration and innovation among all school members. In addition, the principal is also responsible for identifying the needs and challenges faced by teachers and staff, as well as providing the necessary support to address the issues. Thus, school principals play a role as a driver of change and development, which not only improves the quality of education, but also shapes the character and motivation of individuals within the school community, (Rifki Solana & Mustika, 2023)

Motivating teachers and educators can encourage the effectiveness of achieving school goals, because by motivating teachers and employees will always strive to always improve their abilities and competencies, both achievements and performance, as expressed by Mr. A. Hamjan as the Principal, he said:

*"Providing encouragement and motivation to teachers is very important, the goal is for me as a principal to be able to provide encouragement for teachers to improve their performance. The main step I took was to create a positive and supportive environment in the school. I believe that a conducive atmosphere can encourage teachers to develop and innovate in their teaching practices. Usually we do small sharing to listen to what complaints and difficulties are during the learning process in the classroom, then from there we can provide motivation for teachers who are experiencing these difficulties. Through this approach, I hope to build a strong professional culture in the school. I believe that when teachers feel supported and motivated, they will be more committed to improving the quality of their teaching, which will ultimately have a positive impact on students and the school as a whole." (A. Hamjan)*

This was strengthened by Mr. Muhammad Nur as the vice president of student affairs, he revealed:

*"The principal himself often provides motivation for me and other teachers, so that the teachers can further improve their performance in educating students in our school with special needs. The principal is also very supportive of our participation in the training and seminars. By providing information about professional development opportunities and assisting us in the application process, he ensured that we had access to continuous learning and development, from all the support and motivation from the principal, we as teachers felt more confident and committed to improving our professionalism. I believe that when we are motivated and feel valued, we will be better able to provide quality education and have a positive impact on students," (Muhammad Nur)*

The encouragement and motivation from the principal is able to provide more enthusiasm for teachers to improve their performance. By creating a positive and inspiring environment, the principal

encourages teachers to share experiences and challenges, thus building a sense of community and mutual support. There is also sharing with fellow teachers and motivating each other so that they can increase comfort and work spirit.

### **C. Supporting and Inhibiting Factors in Improving Teacher Professionalism at SLB Negeri 1 Makassar City**

#### **1. Supporting Factors**

Supporting factors are a set of factors that facilitate and improve the professionalism of teachers or educators. From the impact or implication that is already good according to what is desired. There are factors that determine the success of the implications that run as expected.

Based on the results of an interview with Mr. A. Hamjan as the principal of SLB Negeri 1 Makassar, he stated:

*"The supporting factor in improving teacher professionalism is of course many of our teachers who are competent in their fields, which means that these teachers who are mature in their fields can provide trainings to fellow teachers. The infrastructure is adequate, but we need to know that the facilities in our school are different from schools in general. The level of teacher education is getting higher, so there are several teachers in our school who continue their education to the S2 level and even up to S3."* (A. hamjan)

In line with that, Mr. Muhammad Nur, as the vice president of student affairs, revealed that:

*"One of the supporting factors in our school is the adequate facilities such as learning buildings, classrooms, AKB training rooms with various levels, and teachers help each other or share their knowledge. The teachers at SLB can be said to have very good teaching skills because they are in accordance with their fields."*(Muhammad Nur)

Then Mrs. Yusliaty, as a teacher at SLB Negeri 1 Makassar Makassar City added her opinion, she stated:

*"The supporting factor can be assisted by TU in receiving information related to workshops and other trainings, supporting school facilities and also the leadership of professional principals is a good influence for teachers in carrying out the learning process. Self-discipline is very influential to improve more effective learning"* (Yusliati)

#### **2. Inhibiting Factors**

Improving the professional of teachers is not an easy thing to implement. Of course, there must be support from all parties as well as obstacles that affect the success of the principal in his role to improve the professional teaching profession at SLB Negeri 1 Makassar Makassar City. The obstacles faced by school principals in improving teacher professionalism. As conveyed by the principal of the school, Mr. A. Hamjan, he stated that:

*"There are several obstacles that are felt, one of which is the gap between young teachers and senior teachers in their knowledge, especially in the IT field. In this case, young teachers are better able to keep up with educational developments as well as the development of IT-based education, In addition, the time factor is also an obstacle. With a busy schedule, it can sometimes be difficult to insert professional development activities into daily routines. Some teachers may feel overwhelmed by the demands of their jobs, so they are less motivated to participate in training or other development activities"* (A. hamjan)

The obstacle that hinders the principal's efforts to improve teacher professionalism as stated by the principal, namely the aspect of teacher competence in IT-based knowledge and development, is also constrained by a tight schedule which sometimes results in difficulty in inserting time. This is in line with what was conveyed by Mr. Muhammad Nur as the student representative, stating that:

*"The obstacles that hinder it are from the aspect of teacher knowledge, such as young teachers are faster in adjusting to the state of educational development, especially in the IT field. Meanwhile, senior teachers still do not understand about it. In addition, time is also a significant obstacle. With a busy daily schedule, many teachers find it difficult to set aside time to participate in professional development activities. This can lead to a sense of boredom and a lack of motivation to update their teaching methods" (Muhammad Nur)*

In line with that, Mrs. Yusliaty as a teacher at SLB Negeri 1 Makassar Makassar City, she stated:

*"As a teacher, I realize that there are several factors that are obstacles that school principals face in improving our professionalism. One of the challenges is the limitations in IT, so there are some teachers who still do not master technology. Time problems are also often an obstacle. With a busy schedule, many teachers find it difficult to set aside time to participate in professional development activities. This can make us feel bored and less motivated to update our teaching methods" (Yusliati)*

Based on the above statement, it can be concluded that the obstacle that hinders school principals in improving teacher professionalism is the lack of several senior teachers in science development, especially in the IT field. Time problems are also often an obstacle, with busy schedules, many teachers find it difficult to set aside their lessons

## Conclusion

The implementation of the principal's strategy at SLB Negeri 1 Makassar Makassar City is effective by showing the role of an innovative, creative, and able to manage teacher management well. The principal actively organizes training, seminars, workshops, and training to improve the professionalism of teachers. With good communication, the principal also provides evaluation, supervision, and direction related to teacher duties and school activities. His role as a manager and administrator is realized through the preparation of school programs and effective administrative management. The principal consistently evaluates teacher performance, provides motivation, and guidance to teachers and students. Factors supporting teacher professionalism include a high level of education, dedication, discipline, and adequate infrastructure. However, there are internal obstacles such as the weak ability of teachers in the use of information technology and classroom management. External obstacles include a lack of parental attention to students, which affects students' ability to follow lessons. However, the principal continues to strive to create a conducive educational environment to support the success of the learning process.

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