Empowering Education: Unveiling Effective Strategies in School Principal Supervision to Enhance Teacher Professionalism

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Abstract
The world of education is evolving rapidly, both in terms of technology, teaching methodology, and educational theory. In response to these changes, teachers need to continue to develop their competences to remain relevant and effective in educating students. Teachers are often faced with different contextual challenges, such as large classrooms, students with diverse backgrounds, or less supportive learning environments. Developing teachers' competences can help them cope with these challenges better. This study aims to reveal the principal's leadership strategy in improving teacher professionalism. This research uses a mixed method approach, data sources include all teachers while data collection through interview techniques and documentation. The analysis uses continuous participatory techniques, through the stages of data collection, reduction, presentation, and conclusion drawing. This research used a mixed method with a descriptive qualitative approach. The research data obtained through the research conducted is by using the methods and instruments that the researcher determined on the previous page. This research instrument uses a questionnaire with data analysis techniques to describe the level of principal supervision in improving teacher competence in carrying out learning process activities. The results showed that the principal's strategy in improving teacher professionalism is by conducting training, teacher evaluation meetings, classroom supervision, motivating teachers, giving rewards and giving punishments, and through participatory leadership styles. The success of education cannot be separated from the principal's efforts as a leader in directing and motivating teachers, encouraging and conducting curriculum development training, classroom management strategies, the purpose of this training is to improve teacher professionalism as a behavior change in learning carried out in the classroom. In essence, the success of a leader when applying the form of leadership in life with the principles of time management and work time discipline as a priority scale in realizing maximum performance results. In academic supervision activities, principals guide teachers in compiling syllabi for each field of development at school or subjects at school based on content standards, competency standards and basic competencies usually in a school meeting.

Keywords: Strategy, Leadership Supervision, Teacher Professional

INTRODUCTION

The role of education embodies human efforts to foster his personality in accordance with the values in society and culture (Walean & Koyongian, 2022). In its development, the term Education or Pedagogy means guidance or help given intentionally by adults so that they become adults (Lu, 2022). Ki Hajar Dewantara defines education as guidance in the life of growing children, as for what he means, Education is demanding all the natural forces that exist in these children, so that they as humans and as members of society can achieve the highest safety and happiness (Jomocan & Legaspi, 2021); (Njoroge, 2018).

The principal's strategy in trying to improve teacher performance in learning through fostering teacher abilities, teacher discipline, teacher motivation, creating harmonious situations, increasing teacher commitment, meeting teacher needs and teacher training (Khattab, 2018); (Somech & Wenderow, 2006). Principals must be mature and careful in determining policies related to the implementation of their leadership strategies to get effective and efficient results (Barrero-Fernández et al., 2023). Teachers need to look at reality, the demands of society for education which according to them must be able to meet the needs of life, so it is not surprising

that there are still people who look cynically at teachers when the results they see are not in accordance with their wishes, because the teacher is someone who must be imitated and exemplified in the sense of the word Teacher is a person who has charisma or authority because teachers play an important role in improving the quality of schools at various levels in the education unit (Ali et al., 2022); (Schulz et al., 2020a). What must be done by the principal in improving teacher professionalism, should be by supervising which is balanced by providing advice and also motivation to teachers so that the goals to be achieved can be achieved in accordance with what is expected (Andrea, 2018); (Al-Otaibi et al., 2019). To find out the extent to which teachers are able to carry out learning, periodically the principal needs to carry out supervision activities. With this supervision activity, it can be known the weaknesses as well as the strengths of teachers in carrying out learning (Thuy, 2022); (Stukalo & Lytvyn, 2021).

Supervision is all assistance from school leaders, which is aimed at developing the leadership of teachers and other school personnel in achieving educational goals (Oluwadamilola et al., 2018). It is in the form of encouragement, guidance and opportunities for the growth of teachers' skills and abilities, such as guidance in the effort and implementation of reforms in education and teaching, the selection of better teaching tools and methods, ways of systematic assessment of all phases of the teaching process, and so on (Kurniawan, 2016); (P. N, 2019). In other words, supervision is a planned coaching activity to help teachers and other school employees do their jobs effectively (Elizabeth A. Foreman & Michael S. Retallick, 2013). Improving the quality and professionalism of teachers is the responsibility of the Principal as a leader in educational institutions. The position of the principal is very important because the principal is the person who plays a role in order to produce higher quality human resources (Bassey Ubong, 2016); (Alghamdi, 2018). One of the efforts that can be made is through optimizing the role of the principal. Therefore, professional teachers can produce quality learners as people who deal directly with students (Yusuf, 2017); (Lubis & Pusparani, 2022). Teachers as educators are professional positions that require 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 (Bawamenewi et al., 2022). Professional teachers in the world of education are a must and must always continue to be endeavored by various parties who play a role (Lee, 2022). The results of the Initial Competency Test (UKA) in 2018, which was attended by a total of 248,733 teachers from all levels, showed that the average teacher competency score was 44, 49 from a scale score range of 1-100 (Arifudin, 2020). In addition, according to Kurniawan, based on the Ministry of Education and Culture's data on the Teacher Competency Test (UKG) in 2019, the results are not satisfactory and need to be improved in penetrating the objectives of education service standards for teacher competence (Thaha & Mahmud, 2021). Based on the data above, the professional value of teachers is still low, which is very noteworthy because teacher professionalism is very important to make students become quality resources (Yang, 2020). Professional teachers can be realized, one of the factors causing this is the principal (Sarkinfada & Kanoma, 2022). Principals can take actions related to improving teacher professionalism. Professional principals are principals who understand the needs of the schools they lead (Maisarah, 2019). So that a principal as a leader must respond to the needs of the school, including the needs of professional teachers. In this case, the principal as a leader needs a strategy to improve teacher professionalism towards a higher quality school (Oluwadamilola et al., 2018); (Andrea, 2018). A teacher will not increase his professionalism if the principal in leading does not intervene which is realized by strategic action, in other words, the principal has an important role, even opportunities that are always open to improve teacher professionalism. Principal supervision and teacher professionalism (Thuy, 2022); (Jomocan & Legaspi, 2021). The role of the principal as a supervisor has a positive, innovative, inspiring impact on teachers in developing their knowledge according to the rapid development of the times (Elizabeth A. Foreman &

Michael S. Retallick, 2013); (Kurniawan, 2016); (Barrero-Fernández et al., 2023). Previous studies have shown that a leader can be seen as an adaptive individual by providing a time frame for giving direction, providing support, actively participating, or delegating responsibility. Thus, a leader has the ability to act directly or provide support as needed. (Walean & Koyongian, 2022).

RESEARCH METHODS

This research used a mixed method with a descriptive qualitative approach (Akhmad et al., 2021); (Bassey Ubong, 2016); (Arifudin, 2020). The subjects and objects of the research were the principal and all teachers at SMA Negeri Unggulan Sukma Nias. Data collection techniques were carried out through interviews and document reviews (Elfrida et al., 2020); (Sarkinfada & Kanoma, 2022). The research data obtained through the research conducted is by using the methods and instruments that the researcher determined on the previous page (Nurani & Sarino, 2017); (Lee, 2022). The research instrument is guided by the text of the interview through a questionnaire distributed to all teachers and employees to obtain information about the principal's leadership as a supervisor, and used as the basis for data reduction in presenting and as well as free researchers to deepen the substance of the problem that allows questions to be done in depth, and continue to develop (snow ball) (Fitria, 2019); (Yang, 2020); (Ali et al., 2022). While data analysis techniques use interactive analysis on an ongoing basis since data collection, data reduction, data presentation, and conclusion drawing (Elizabeth & Onyango, 2022); (Thuy, 2022).

RESULT AND DISCUSSION

SMA Negeri Unggulan Sukma Nias or usually abbreviated as SMAN USN which is located on Jalan Nias Tengah KM 7.5 Gunungsitoli Selatan is one of the high schools in Gunungsitoli which has a strategic location and is not in a densely populated crowd, so that such a location is a conducive and suitable condition for student learning activities. Initially, the Sukma Nias North Sumatra State High School building was a humanitarian aid through the Sukma Jakarta Media Group Foundation under the leadership of Surya Paloh, as a form of concern for the natural disasters (earthquake and tsunami) that hit Nias Island on March 28, 2005. The high school was built on almost 3 hectares of land with a budget of Rp 6.7 billion. On June 4, 2005, Surya Paloh approved the construction of the Sukma Nias State Senior High School and the head of the Sukma Foundation, Rerie and her entourage visited the location of the planned high school. Followed on June 10, 2005, the Sukma Foundation Technical Team visited the school site after conducting a series of school site observation activities then on August 24, 2005, officers checked the boundaries of the school land, so that on September 4, 2005, Agus H. Mendrofa (vice regent of Nias) together with Mr. M. Ingati Nazara (chairman of the DPRD Kab. Nias) reviewed the construction of SMA Negeri Unggulan Sukma Nias. The working period or construction process lasted from September 21, 2005 to January 28, 2006 and then on July 14, 2006, the admission of new students (batch I) and inaugurated by the 6th President of the Republic of Indonesia, Susilo Bambang Yudhoyono. One of the most important components of an educational institution is the availability of teaching staff or teachers and employees who are adequate and professional in their fields (Lee, 2022). In a teaching and learning process, educators are very influential on the development of intelligence and the complementary power of students, the amount of energy for the learning given to their students (Gatsakou et al., 2021).

Principal Supervision Strategy in Improving Teacher Professionalism at Sukma Nias State Senior High School

Principals who have broad insight are needed in developing teacher professionalism, because a principal is a person who acts as an educator for educators / education personnel, to provide direction and guidance to further develop the knowledge of these educators (Sang, 2018); (Elfrida et al., 2020). This must be done by the principal in improving teacher professionalism, the principal should supervise or supervise teachers by taking the right approach and supervision techniques and following up on the results of supervision of teachers in order to improve teacher professionalism so that the weaknesses as well as the advantages of teachers in carrying out learning can be known so that the goals desired by the principal can be achieved with what is desired (Pratiwi & Roesminingsih, 2022). Principal supervision is the role of the principal in supervising, controlling coaching, directing and setting an example for educators / education personnel in accordance with appropriate strategic procedures (Hanafiah, 2017); (Avando Bastari et al., 2021).

1. **Conduct Training**
   Teacher training is anything related to the activities of some working personnel that will improve their growth and qualifications. Teacher training programs such as MGMP, Teacher Education and Training (PPTG), seminars, workshops and others (Sang, 2018). Through this MGMP program, teachers are expected to establish a good relationship with the principal, and fellow subject teachers. Teachers can discuss problems and solutions to any problems faced by each teacher. It is also intended that teachers are able to respond to changes and demands in the development of science and technology and societal progress including changes in the education and learning system at a macro level. The existence of training activities or workshops on teacher competence is a positive step in order to produce quality education, so that teachers are always updated on their knowledge (Nurani & Sarino, 2017). To improve professional competence within the school, there is the term PLPG but only for certified teachers who carry out for 10 days or for 90 lesson hours, then the principal holds time work and leadership training, classroom management strategies, technology utilization training, and literacy development and writing training (Schulz et al., 2020b). These trainings are my efforts to improve teachers' professional competence. The principal has conducted various trainings to improve teachers' professional competence, where teachers become more active and creative in teaching. The principal's strategy in improving teachers' professional competence with the upgrading program is good. Because the principal conducts training for educators which results in teachers being more creative in teaching and using varied methods (Avando Bastari et al., 2021).

2. **Academic Supervision**
   Academic supervision is an effort to help teachers develop their ability to achieve learning objectives. Thus, the essence of academic supervision is not to assess teacher performance in managing the learning process, but to help teachers develop their professionalism. Guiding teachers in choosing and using learning strategies that can develop various student potentials. As a principal, I must be able to guide educators to choose and use learning strategies that can develop various student potentials. Leader in this school, I must be able to guide teachers in this matter, because now it refers to K13, where teachers are required not to use the lecture method but teachers use experimental methods and discussion methods that can make students more interested and active (Lubis & Pusparani, 2022). The principal has provided guidance to teachers, where teachers are given directions to be active and creative in using various learning methods so that students are not bored. The results of interviews with observation findings where teachers in teaching have used discussion methods and experimental methods that make students more active and solve a

problem. The principal's strategy in improving teachers' professional competence by guiding teachers to choose and use learning methods is good (Haitao, 2019).

Guiding teachers in managing, maintaining, developing and using educational media and learning facilities (Stukalo & Lytvyn, 2021). As a principal, you must be able to guide teachers in managing, caring for, developing and using educational media and learning facilities. Principals in guiding teachers to manage, care for develop and use media usually policies are conveyed and I require educators to be able to manage and care for learning facilities. for things that guide managing and caring for media and facilities is the head of facilities and infrastructure but the principal slightly guides educators to use existing facilities to the maximum (Njoroge, 2018). The results of the interview with the findings of the author's observations, because when the author saw learning there were still some teachers who used media and technology facilities to the fullest. So that the principal in guiding teachers to manage, maintain and use technology is not yet professional (Winarto, 2018).

3. Teacher Professional Competence

Mastering the material, structure, concepts, and scientific mindset that supports the subject being taught. As a teacher, being required to master the material that will be conveyed to students is an obligation that must be mastered by every teacher (Alghamdi, 2018). The principal who doubles as a Civics teacher can master the material to be delivered to students, then the teacher will be confused in delivering it to students. So that it makes it difficult for students to accept learning even though students have studied before. all teachers master the material they teach because teachers usually bring lesson plans to be a guide in teaching (Al-Otaibi et al., 2019). The results of the interview with the findings of observational data, where the author saw the teaching process in the classroom and saw the syllabus which became the teacher's guide. That way the author draws the conclusion that the teacher has mastered the material structure, concepts, and scientific mindset that supports the subject being taught (Somech & Wenderow, 2006).

Develop professionalism sustainably by taking reflective action. Reflecting on own performance continuously, utilizing the results of reflection in order to improve professionalism. Conduct classroom action research to improve professionalism and keep up with the times by learning from various sources (P. N, 2019). Other teachers here reflect almost once a week with the principal. We also often share with the principal how to find a good solution to any problems related to improving teachers' professional competence (Sadry, 2022). The results of research interviews with teachers that the supervision of the head of school can develop the teacher's competence in the teaching process in the classroom that as an adaptive individual by providing a time frame for giving directions, providing support, participating actively, or delegating responsibilities. Thus, a leader has the ability to act directly or provide support as needed.

CONCLUSION

The principal's strategy in improving the professional competence of teachers in the field of training implementation, the principal conducts trainings to empower the competencies of teachers such as including teachers to PLPG training and the principal conducts curriculum development training, classroom management strategies, the purpose of this training is to improve teacher professionalism as a behavior change in learning carried out in the classroom. In academic supervision activities, principals guide teachers in compiling syllabi for each field of development at school or subjects at school based on content standards, competency standards and basic competencies usually in a school meeting, that's where principals guide teachers, guide

teachers in choosing and using learning strategies that can develop various student potentials, and motivate teachers to utilize information technology for learning.

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