



Principal Strategic Management in Enhancing Teacher Professionalisme at MAN 3 Langkat

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ABSTRACT

Education is a conscious and planned effort aimed at creating a conducive learning environment and processes for students to actively develop their potential, encompassing spiritual strength, self-control, personality, intelligence, noble character, and essential skills for themselves, society, the nation, and the state. This research explores the strategic management of school principals in enhancing teacher professionalism at MAN 3 Langkat. The qualitative research method, employing a phenomenological approach, is chosen to deeply understand natural phenomena related to school principal strategies in improving teacher professionalism. The findings reveal several strategies used by the school principal, such as intensifying meetings, effective teacher duty rotation, sending teachers to workshops, and offering guidance and supervision. The school principal's enthusiasm for improving teacher professionalism is evident through professional training and active involvement in problem-solving. In conclusion, the school principal's strategic management significantly contributes to enhancing teacher professionalism at MAN 3 Langkat. This research underscores the importance of collaboration between school principals and teachers, sharing a common vision, mission, and goal in achieving educational objectives. It emphasizes the continuous professional development of teachers to optimize their potential and deliver high-quality education.

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INTRODUCTION

Education is a conscious effort made by adults to guide, direct, and maximize the full potential of students. In Law Number 20 of 2003 concerning the National Education System, Article 1, paragraph 1 states that:

"Education is a conscious and planned effort to create a learning atmosphere and learning processes so that students actively develop their potential to have spiritual

strength, self-control, personality, intelligence, noble character, and the skills they need for themselves, society, the nation, and the state."

Through education, it is expected that learners can grow and develop in accordance with their potential. Education must achieve its educational goals. In its implementation, education is expected to provide a positive contribution so that students have attitudes, knowledge, and skills. Education, as the backbone of a nation's progress, assumes that education is vital and essential in all aspects. Syafaruddin (2012:42) explains that education generally functions to educate and empower individuals and society, enabling them to live independently and responsibly in building their communities.

Education as a process or effort to humanize individuals is fundamentally about developing the potential of individuals to live optimally, both as individuals and as members of society, and to have moral, religious, and social values as a guide in life. Of course, education is also seen as a conscious effort with the goal of maturing children intellectually, socially, and morally, not only in a physical sense. Education is a socialization process to achieve personal and social competence as a basis for developing one's potential in various roles and jobs in society.

Education must be carried out to the best of its ability to achieve the expected educational goals, especially in the form of integral guidance toward the full potential of children. In the context of formal education, planned guidance of children in schools is carried out by teachers who are responsible for education. Consequently, the continuity of the school education process must begin with the provision of educational personnel, and efforts to improve the quality of educational personnel, both personally, socially, and professionally, must be carefully considered. The presence of teachers as education implementers in the field is crucial for the success of education.

Teachers are individuals who have the ability to design learning programs and manage classrooms so that learners can learn and ultimately achieve a level of maturity as the ultimate goal of the education process. Teachers play a decisive role in the education process because their essence is to educate, striving to develop all aspects of students' potential, including psychomotor, cognitive, and affective potential. In the operational implementation of education, a teacher performs a series of teaching processes, provides encouragement, praise, discipline, examples, and establishes routines. This definition implies that the teacher's role is not just about teaching, as most people think, but educators also serve as motivators and facilitators in the teaching-learning process, enabling all the potential of learners to be realized effectively and dynamically.

The essence of a teacher requires a profession that requires special expertise as a teacher. Such work cannot be performed by individuals who lack the expertise to perform the duties of a teacher. Professional teachers must master the intricacies of

education and teaching along with various other knowledge disciplines developed through specific education or pre-service education. Understanding this concept, educators are also required to have a professional profession or expertise, skilled in all components of education. The components of education include everything from educational objectives to the implementation of education in the teaching and learning process.

According to Rice & Bishoprik in Bafadal (2013:5), a professional teacher is one who can manage themselves in carrying out their daily tasks. According to Surya in Kunandar (2011:7), a professional teacher is reflected in the implementation of duties marked by expertise in both content and methods. A professional teacher should be able to assume and fulfill responsibilities as a teacher to students, parents, the community, the nation, the state, and their religion. Professional teachers have personal, social, intellectual, moral, and spiritual responsibilities. Personal responsibility means being self-aware, self-managing, self-disciplined, self-respecting, and self-esteem.

The position of teachers as professional personnel aims to implement the national education system and achieve national educational goals, which are the development of students' potential to become individuals who are faithful and devout to the One Almighty God, morally upright, healthy, knowledgeable, skilled, creative, independent, and responsible citizens in a democratic and responsible society.

To meet these professional criteria, teachers must continuously undergo professionalism or a process toward true professionalism, including classroom management competence. A great teacher is one who is competent in teaching methodology and expertise. The link between the two is reflected in their performance during the learning transformation. In this context of learning transformation, teachers must have competence in managing classes, students, and their synergistic interactions (Danim, 2012:57).

The formation of the teaching profession is carried out through pre-service education programs as well as in-service education. Not all teachers who educate in educational institutions are well-trained. The potential of teacher resources needs to continuously grow and develop in order to fulfill their professional functions. Additionally, the rapid pace of change pushes teachers to continuously learn and adapt to the developments in science and technology as well as societal mobility.

School principals are required to have the right strategies to enhance the professionalism of educators in their schools, to create a conducive school climate, provide guidance to school stakeholders, encourage educators, and implement attractive teaching models. In addition to fulfilling their functions, school principals have the responsibility to formulate strategies and missions to know where they should go and how to achieve their goals in order to achieve the operational objectives of an educational institution.

The success of strategies depends on the ability to build commitment, connect strategies and the right vision, and manage the resources that support the implementation of strategies. Speaking of the management of school principals in enhancing the professionalism of teachers through teaching and learning activities in schools, through improving Human Resources Management, which is urgent to be implemented. Because the professionalism of teachers in teaching can be managed well, all the potential they have can be maximized, resulting in high-quality and high-quality school education outcomes. Based on the observations above, the author is interested in conducting research on the Principal's Strategic Management in Enhancing Teacher Professionalism at MAN 3 Langkat

RESEARCH METHOD

The research used to examine the School Principal's Strategic Management in Enhancing Teacher Professionalism is of a qualitative nature. The reason for choosing a qualitative method with a phenomenological approach is that the researcher aims to deeply understand the natural behavior-related phenomena related to the School Principal's Strategic Management in Enhancing Teacher Professionalism.

According to Sugiyono (2015:13), qualitative methods are often referred to as naturalistic research methods because they are conducted in natural conditions. They are also known as ethnographic methods because they were originally used more in the field of cultural anthropology. They are called qualitative methods because the data collected and analyzed are primarily qualitative in nature.

Qualitative research can be used to examine data through in-depth observation of the environment, interacting with field implementation to obtain information from primary sources, making the findings more credible. The natural object is an object that develops as it is, not manipulated by the researcher, and the presence of the researcher does not influence the dynamics of the object.

RESULTS AND DISCUSSION

After collecting data from the research field, several research findings can be presented. Some of the research findings are explained as follows:

The first finding is that the School Principal's Strategic Management in Enhancing Teacher Professionalism at MAN 3 Langkat involves various strategies implemented by the school principal. Teachers are a crucial factor in the success of the teaching program and the school's objectives. Therefore, teachers are expected to possess professional capabilities to fulfill their duties and responsibilities effectively. As a result, continuous development of the skills and potential of teachers is essential. The school principal understands their role as a leader within the institution and manifests this role in enhancing teacher professionalism.

One of the strategies employed by the school principal is the intensification of

meetings. These meetings serve as forums for evaluating various activities, including teaching and learning. Through these meetings, educators (teachers) have the opportunity to express their ideas, suggestions, views, and opinions directly related to teaching and learning issues and other matters. Thus, school meetings become essential for addressing various issues related to students, educators, and the overall improvement of the school.

Another strategy is the effectiveness of teacher duty rotation, where teachers on duty help maintain order during the teaching and learning process. They may substitute for absent teachers or assign one of the subject-matter teachers to replace an absent colleague. This ensures the smooth running of the teaching and learning process.

Furthermore, the school principal plays a significant role in sending teachers to workshops and training sessions to enhance their professionalism. These workshops and training sessions are opportunities for teachers to expand their knowledge and skills related to their teaching duties.

The second finding is that the school principal at MAN 3 Langkat shows great enthusiasm for improving the professionalism of teachers. This is achieved through professional training and involving teachers in various activities both within and outside the school. Professional training is crucial for teachers to broaden their knowledge and skills in their respective fields. The school principal not only gives orders but also provides guidance to teachers who may face challenges in their work.

Additionally, the school principal supervises the work of teachers, ensuring that tasks are performed correctly and deviations are addressed promptly. This supervision is essential to ensure that the objectives are achieved as planned.

Moreover, the school principal acts as a supportive colleague to the teachers, offering solutions to any problems they encounter in their roles as educators. Whether related to the teaching process or other tasks, the school principal is actively involved in addressing these issues.

In conclusion, the school principal's strategic management plays a crucial role in enhancing teacher professionalism at MAN 3 Langkat. This includes conducting effective meetings, ensuring teacher duty rotation functions smoothly, sending teachers for professional development, providing guidance and supervision, and actively participating in problem-solving with teachers. These strategies collectively contribute to the improvement of teacher professionalism in the school.

CONCLUSION

Based on the data description and discussion of the research results regarding the Headmaster's Management Strategy in Enhancing Teacher Professionalism at MAN 3 Langkat, the following conclusions can be drawn:

1. The implementation of the headmaster's strategy, as well as their role as a leader

in the madrasah, is proceeding well and is being effectively utilized. As the madrasah's leader, the headmaster must possess the ability to manage the teaching staff effectively, creatively, and innovatively, thereby enhancing the quality of teachers. This, in turn, enables teachers to perform their duties well in order to achieve the desired educational goals. The Headmaster of MAN 3 Langkat has conducted training sessions for teachers, participated in workshops and training programs, maintained good communication, expressed gratitude for the work of teachers, evaluated teachers' performance, and provided guidance and supervision in various activities related to the duties of teachers and all madrasah activities. All of these efforts are aimed at enhancing the professionalism of teachers in the madrasah. As the head of the madrasah, they not only fulfill their role as a leader but also must be able to address the challenges faced by the madrasah, both present and future. Achieving teacher professionalism is not solely the result of the headmaster's efforts; it also requires willingness and cooperation from the teachers themselves to become professionals in their respective fields. Through collaboration between the headmaster and teachers who share a common vision, mission, and goal, it becomes easier to achieve the madrasah's educational objectives.

2. The steps taken by the headmaster to enhance the professionalism of teachers at MAN 3 Langkat include conducting training within the madrasah and sending teachers to participate in external training programs. The madrasah organizes activities related to the teaching profession, holds meetings, involves teachers in various aspects of the teaching profession, and other relevant activities. Additionally, the headmaster tirelessly oversees the work of teachers, provides guidance, and offers support to teachers who may face challenges in fulfilling their responsibilities.

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