

The Principal's Strategy in Preparing Teacher Professionalism at SD IT Roudhotul Ilmi Ansho

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Abstract

The principal, as a leader, must possess several abilities, including personal skills, knowledge of educational staff, the school's vision and mission, decision-making abilities, and communication skills. This research is a qualitative study with a descriptive approach. The data collection methods used in this study include observation, interviews, and documentation. For data analysis, the study employs the analysis framework by Huberman and Miles, which consists of data reduction, data display, and conclusion drawing. The validity of the data is ensured through Lincoln and Guba's criteria, including credibility, transferability, dependability, and confirmability. The findings of this study show that: 1). The strategy of the principal at SD IT Roudhotul Ilmi Anshor in preparing teacher professionalism involves examining and assessing teachers' competency levels, providing guidance and motivation, offering opportunities, conducting evaluations, and giving rewards to teachers. 2). The principal's performance in preparing teacher professionalism is evaluated based on several competencies, including personality competence, managerial competence, entrepreneurial competence, supervisory competence, and social competence. 3). An effective strategy for the principal in preparing teacher professionalism involves closely observing teachers' abilities, providing guidance and motivation, offering opportunities and training, conducting evaluations, and giving rewards to teachers.

Keyword: Strategy, Principal, Professionalism

Introduction

Education plays a highly strategic role in determining the quality of human resources. Leaders in educational institutions, known as principals, are responsible for driving, setting the direction of school policies, and determining how the goals of the school and education in general are achieved (Mulyasa, 2004; T. Hani Handoko, 2012). Given the importance of the principal's strategy in realizing school goals, principals should have the ability to maintain good relationships with all members of the school community to achieve school and educational objectives optimally (Fitrah, 2017). Another perspective, such as the statement by (Purwanti, 2013) states that a profession is a position that requires specific knowledge and skills beyond the reach of the general public. A person is considered a professional if they possess specialized expertise. This job cannot be performed by someone who lacks the necessary expertise and skills to carry out activities or work in a specific profession. This study covers the professionalism of positions, including employees, teachers, and other educational staff.

(Kurniadin & Machali, 2002; Sarbaini, 2011) Education must be carried out in the best possible manner to achieve the desired educational objectives, particularly in the form of integral development of all the child's potential towards maturity. In the context of formal education, it involves planned development of children at school, naturally carried out by teachers as the educational custodians. Consequently, the continuity of the school education process must begin with the provision of educational staff and efforts to improve the quality of educational

personnel, both personally, socially, and professionally, must be seriously considered. The presence of teachers as the executors of education in the field is the spearhead of educational success.

An important component in enhancing the quality of education is the school principal, who, as the leader at the school, has the responsibility and authority to organize, manage, and conduct school activities to ensure the school's goals are achieved. In an educational institution, the principal determines the progress or decline of the institution, as they play a crucial role in the development of the institution as outlined in the National Education Standards Act of 2003, Chapter II, Article 3, which states that National Education functions to develop capabilities and shape the character and civilization of a dignified nation in the context of intellectualizing the life of the nation. It aims to develop the potential of students to become faithful and pious individuals to Almighty God, noble in character, healthy, knowledgeable, competent, creative, independent, and to achieve these national goals. One way to achieve national educational objectives is through improving the quality of education, as this improvement will enable us to keep pace with the development of the world of science and even influence the dynamics of society (Sallis, 2012; Wahyudi, 2012).

The role of the school principal in improving the quality of education is crucial, as it can significantly influence the success or failure of the learning process within the school itself. The term "school principal" consists of two words: "principal" and "school." The principal is a leader, head, or chief in an organization, institution, or group. The school is an institution where students seek formal education. In this context, the school principal plays a pivotal role as the main actor in the education arena, the most reliable controller, and the most listened-to commander. It is fitting for the principal to design strategies for the advancement of the school they lead. The principal is also a designer for the educational institution, crafting the blueprint for the success of the educational process (Ginanjari et al., 2018). As a leader in the school, the principal has a significant responsibility to meet the expectations of various stakeholders. This aligns with their roles and duties as a leader, manager, educator, administrator, innovator, supervisor, and motivator (Jones et al., 2015).

(Amri et al., 2019; Syukkur & Fauzan, 2021) In simple terms, the school principal is a functional teaching staff member who is given the authority to lead the school, which is organized for the teaching and learning process or as a place where interaction between teachers and students occurs. As a leader, the school principal must have the ability to mobilize both internal and external human resources to achieve the school's goals to the fullest extent. The school principal plays an important role in education, especially at the elementary school level, acting as the key to enhancing teacher professionalism. Leaders are the determinants in educational institutions for achieving the desired objectives. As the highest-ranking leader, the principal has various tasks and responsibilities in achieving educational goals at the school. To perform their functions optimally, the principal must apply an appropriate leadership style to foster professional teachers.

Moreover, principals are required to be actively involved in providing guidance and establishing good cooperative relationships with teachers to create an effective and efficient school (Alajmi, 2022). As a leader in an educational institution, the principal mobilizes, directs, and nurtures teachers to be professional in their teaching to produce quality students. The increasingly complex demands of a principal's duties require effective and efficient performance support. Additionally, the advancement of science, technology, arts, and culture applied in school education tends to move forward, demanding professional mastery (Finnigan, 2010).

Therefore, a school principal must possess the personality, attitude, abilities, and skills to lead an educational institution professionally. In their activities, the principal directs teachers

to perform their duties as best as possible. Improving the quality of education is carried out through the current standardization and professionalization, which requires understanding from various parties about changes in various components within the education system. One of the factors in improving the quality of education is through educators, who are professional personnel tasked with planning and implementing the learning process, guiding and training, as well as conducting research and community service. This shows that educators are an integral part of the human resources that play a strategic role in the life of a school. The standard of academic qualifications and teacher competencies will be the benchmark for principals in helping to improve the quality of the teaching staff (Giatman & Suparno, 2020; Miller et al., 2016).

Teachers are regarded as professionals by possessing professional competencies, which include personal competence, professional competence, and social community competence. Among these three competencies, the one that most significantly influences the implementation of the teaching and learning process is professional competence. This is because professional competence relates to the teacher's ability to carry out teaching duties or educational tasks. Professional competence refers to the ability concerning the mastery of the subject matter in a broad and in-depth manner, which includes mastering the content substance of the school curriculum and the scientific substance that supports the curriculum material, as well as expanding scientific insights as a teacher (Djohao djuadi dan Rusmayadi, 2004). The professionalism and quality of teachers as educators are still considered low. Regarding the issue of low teacher quality, a current phenomenon is the presence of teachers who do not come from Teacher Education Institutions and do not have professional certificates. Many schools that lack teachers place inappropriate individuals in teaching positions, such as appointing someone with an economics degree to teach civics. Ideally, such individuals would not understand the educational aspects that a teacher must master (Dumitriu et al., 2014).

However, several issues related to teacher professionalism have been identified. The following are the problems observed:

1. Creativity in Teaching
 - a) In the teaching and learning process, 50% some teachers are found to be lacking in creativity and tend to use conventional methods in delivering lesson materials.
 - b) As a result, students feel bored and pay less attention.
 - c) The teaching process still predominantly uses lecture methods that are teacher-centered.
 - d) The use of multimedia in the teaching process is not yet optimal.
2. Copying Lesson Plans
 - a) There is still a tendency for teachers to copy lesson plans from other teachers.
 - b) This occurs despite the varying conditions and learning situations of students, which ideally require specific adjustments.
3. Teacher Discipline
 - a) Discipline is a crucial factor in education.
 - b) Some teachers are found to arrive and leave not in accordance with the established working hours.
 - c) There are still teachers who are late in arriving at school or entering the classroom.
4. Participation in Scientific and Academic Activities
 - a) Teachers' participation in scientific and other academic activities is still minimal.
 - b) Meanwhile, continuous changes, updates, and advancements in science and technology demand teachers to adapt and adjust to societal needs and the progress of the times.

These issues highlight the need for improving teacher professionalism at SD IT Roudhotul Ilmi Ansor to continue achieving excellence and meeting the demands of advancements in science and technology.

Method

The explanation of the descriptive qualitative approach is not in-depth. Provide a more in-depth explanation of the reasons for choosing a descriptive qualitative approach (Sugiyono, 2019). In this study, the researcher attempted to describe the facts according to the circumstances related to the Principal's Strategy in Preparing Teacher Professionalism at SD IT Roudhotul Ilmi Ansor. while for the Subject of this study is directed at finding data from the principal, vice principal of the madrasah and teachers. The search for data begins with the principal as a key informant using snowball sampling. Data is also taken from secondary sources, namely from teachers, staff, students, parents of students. The data collection technique in this study uses observation, interviews and documentation studies.

Result

Strategies of the School Principal in Preparing Teacher Professionalism at SD IT Roudhotul Ilmi Ansor

To understand the principal's strategies in preparing teacher professionalism at SD IT Roudhotul Ilmi Ansor, insights can be drawn from the principal's interview. The principal stated:

"In preparing teacher professionalism, there are several strategies I implement: 1) Examining and observing each teacher's level and ability in terms of knowledge, attitude, and character, 2) Guiding and directing teachers to continually equip themselves, including increasing their knowledge and improving their work quality according to applicable regulations, 3) Providing opportunities for each teacher to enhance their knowledge and experience according to their profession as a teacher, 4) Evaluating or assessing the performance of teachers, 5) Rewarding teachers who have performed their duties well."

This statement is supported by an interview with the vice-principal, who said:

"The principal's strategies in preparing teacher professionalism at this school are actually aligned with the school's vision and mission, which are to implement discipline, foster cooperation, maintain quality, instill moral values, and train skills in worship and technology. InshaAllah, the students will be knowledgeable, skilled, and morally upright."

Similar sentiments were expressed by a teacher at SD IT Roudhotul Ilmi Ansor:

"In my opinion, the principal's strategies as a leader, who serves as a role model in preparing teacher professionalism at the elementary school level, are very important. The principal is very inspirational and can act as an example for us teachers in improving professionalism and teaching quality at the school. The principal also pays great attention to the educational qualifications of each teacher at this school, especially during the recruitment process."

After considering the various statements above and based on the observations conducted by the researcher, the strategies implemented by the principal in preparing teacher professionalism at SD IT Roudhotul Ilmi Ansor are as follows:

1. Examining and Observing: Investigating and observing each teacher's level and ability in terms of knowledge, attitude, and character.

2. Guidance and Direction: Guiding and directing teachers to continually equip themselves, including increasing their knowledge and improving their work quality according to applicable regulations.
3. Opportunities for Development: Providing opportunities for each teacher to enhance their knowledge and experience according to their profession as a teacher.
4. Performance Evaluation: Evaluating or assessing the performance of teachers.
5. Rewards: Rewarding teachers who have performed their duties well.

The Performance of the School Principal in Supporting the Development of Teacher Professionalism at SD IT Roudhotul Ilmi Ansor

From the strategies or methods implemented by the principal in preparing teacher professionalism at SD IT Roudhotul Ilmi Ansor, effective strategies have been identified based on the interview with the principal:

“In preparing teacher professionalism, several strategies are implemented: 1) Examining and observing each teacher's level and ability in terms of knowledge, attitude, and character, 2) Guiding and directing teachers to continually equip themselves, including increasing their knowledge and improving their work quality according to applicable regulations, 3) Providing opportunities for each teacher to enhance their knowledge and experience according to their profession as a teacher, 4) Evaluating or assessing the performance of teachers, 5) Rewarding teachers who have performed their duties well.”

Additionally, the principal stated:

“I identify the needs for teacher professional development based on performance evaluations, feedback, and student learning outcomes. I am also responsible for organizing training, workshops, seminars, and other activities to help teachers become professional.”

This statement is corroborated by the vice-principal, who said:

“The principal's strategies in preparing teacher professionalism at this school align with the school's vision and mission, which include implementing discipline, fostering cooperation, maintaining quality, instilling moral values, and training skills in worship and technology. *InshaAllah*, the students will be knowledgeable, skilled, and morally upright.”

The vice-principal further added:

“I will coordinate the implementation of training, workshops, seminars, and other developmental activities, and also encourage teacher participation in these programs.”

Supporting this, a teacher at SD IT Roudhotul Ilmi Ansor mentioned:

“In my opinion, the principal's strategies as a leader, who serves as a role model in preparing teacher professionalism at the elementary school level, are very important. The principal is very inspirational and can act as an example for us teachers in improving professionalism and teaching quality at the school. The principal also pays great attention to the educational qualifications of each teacher at this school, especially during the recruitment process.”

The strategies mentioned above have a significant impact on the principal's process of preparing teacher professionalism at SD IT Roudhotul Ilmi Ansor. Additionally, there are factors that can serve as opportunities for both the principal and teachers to further enhance teacher professionalism.

Strategies of the School Principal in Effectively Preparing Teacher Professionalism at SD IT Roudhotul Ilmi Ansor

The strategies for effectively preparing teacher professionalism at SD IT Roudhotul Ilmi Ansor can be derived from the interview with the principal, who stated:

"In preparing teacher professionalism, I implement several strategies to ensure our teachers possess the necessary skills and knowledge. These strategies include: 1) Researching and Observing the Level and Ability of Each Teacher in Knowledge, Attitude, and Character. 2) Guiding and Directing Teachers to Continuously Improve Knowledge and Work Quality. 3) Providing Opportunities for Each Teacher to Increase Knowledge and Experience According to Their Profession. 4) Evaluating or Providing Assessments of Teacher Performance Results. 5) Providing Awards to Teachers Who Have Carried Out Their Duties Well. To identify the needs for teacher professional development, I rely on performance evaluations, feedback, and student learning outcomes. Additionally, I organize training, workshops, seminars, and other activities to help teachers become more professional."

The vice-principal also stated:

"The principal's strategies align with our school's vision and mission, which include implementing discipline, fostering cooperation, maintaining quality, instilling moral values, and training skills in worship and technology. These strategies ensure that our students become knowledgeable, skilled, and morally upright. I coordinate the implementation of training, workshops, seminars, and other developmental activities. I also encourage and facilitate teacher participation in these programs, ensuring they receive the support they need to grow professionally."

One of the teachers mentioned:

"These strategies have significantly impacted my professional development. The opportunities for training and development, along with continuous support and guidance, have helped me enhance my knowledge and skills. Recognition and rewards for our achievements also motivate me to maintain high standards of professionalism in teaching."

The strategies implemented by the principal at SD IT Roudhotul Ilmi Ansor in preparing teacher professionalism include researching and observing each teacher's knowledge, attitude, and character, guiding and directing teachers to enhance their knowledge and work quality, providing opportunities for professional development, evaluating teacher performance, and rewarding excellence. These strategies are supported by the vice-principal and teachers, creating a collaborative and conducive environment for continuous professional growth.

In addition to the above strategies, the principal also identifies the professional development needs of teachers based on performance evaluations, feedback, and student learning outcomes. The principal is responsible for organizing training, workshops, seminars, and other activities aimed at helping teachers become more professional.

The vice-principal supports this strategy by affirming that the principal's strategies align with the school's vision and mission, which include implementing discipline, fostering cooperation, maintaining quality, instilling moral values, and training skills in worship and technology. This is expected to produce students who are knowledgeable, skilled, and morally upright. One of the teachers at the school also emphasized the importance of the principal's strategies in enhancing professionalism and the quality of teaching at the school. The principal is regarded as an inspirational figure who can serve as a role model for teachers in developing their professionalism.

Overall, the strategies implemented by the principal at SD IT Roudhotul Ilmi Anzor create a supportive and collaborative environment for sustainable professional growth among teachers. These strategies involve research and observation, guidance, providing development opportunities, performance evaluation, and rewarding excellence, all aimed at enhancing teacher professionalism and the quality of education at the school.

Discussion

Strategies of the School Principal in Preparing Teacher Professionalism at SD IT Roudhotul Ilmi Anzor

The success of education in a school is influenced by several factors, one of which is the leadership of the school principal as the educational leader. To achieve a quality school, a creative and innovative principal is needed, one who can mobilize all human resources to achieve the school's vision, mission, and goals.

From the research findings, the strategy of the school principal in preparing teacher professionalism at SD IT Roudhotul Ilmi Anzor, Barumun District, Padang Lawas Regency, involves several key components. The principal must have the intelligence and skills to master the situation and conditions at the school. Additionally, the principal must be able to implement a development program to mobilize the organization's resources, particularly the teachers. Creating a conducive atmosphere is essential to achieving the set goals for increasing teacher professionalism. The strategies used by the school principal are considered quite effective and include:

1. **Researching and Examining Each Teacher's Level and Ability in Knowledge, Attitude, and Character** By researching and examining each teacher's level and ability, the principal can identify the strengths and weaknesses of teachers in their knowledge. This allows the principal to provide appropriate support and training to enhance teaching quality. Understanding teachers' attitudes and characters also ensures that each teacher demonstrates professional conduct in interactions with students, parents, and colleagues. Positive and professional attitudes are crucial in creating a conducive learning environment.
2. **Guiding and Directing Teachers to Continue Equipping Themselves, Including Increasing Knowledge and Improving Work Quality** The principal's strategy can include organizing relevant training and development programs for teachers to continually enhance their knowledge and skills in line with the latest developments in education. The principal must also ensure the availability of necessary resources for teachers to improve their knowledge and work quality, such as reference books, technological tools, and other supportive facilities.
3. **Providing Opportunities for Each Teacher to Increase Knowledge and Experience in Line with Their Profession** By providing opportunities for each teacher to enhance their knowledge and experience according to their profession, the principal can create a dynamic learning environment that supports continuous professional growth for all teachers. The principal understands the individual needs and interests of each teacher and provides opportunities that align with each teacher's preferences and career goals.
4. **Rewarding Teachers Who Have Performed Their Duties Well** The principal's strategy of rewarding teachers who have performed their duties well serves as a form of appreciation that can increase teachers' motivation to continue delivering their best work. By acknowledging teachers who have executed their tasks effectively, the principal can build

positive relationships with the teachers, motivate them to keep improving, and create an inspiring and productive learning environment at the school.

According to Djam'an Satori, teacher professional development involves efforts to motivate and guide teachers to enhance their professionalism and improve their performance in managing the learning process, thereby achieving a higher quality educational process. Pauline states that teacher development in the educational process means (Artha, 2022; Zaini, 2017):

1. Development of Teacher Insights
2. Increasing Self-Confidence
3. Enhancing Skills
4. Strengthening Knowledge
5. Increasing Teacher Commitment

This aligns with the statements found in (Meijer et al., 2013), which emphasizes that principals, in performing their duties and functions, are required to have adequate capacity as leaders. The leadership role of the principal in improving teacher performance and professionalism is significant. Good leadership from the principal is expected to influence and mobilize teachers to enhance their professional competencies. In summary, the strategies for improving teacher professionalism at SD IT Roudhotul Ilmi Ansor, Barumun District, Padang Lawas Regency, include:

1. Providing Motivation and Guidance: The principal must continuously motivate and guide teachers to develop their professional skills.
2. Organizing Development Programs: Regularly organize workshops, training sessions, and seminars to update teachers' knowledge and skills.
3. Creating a Conducive Learning Environment: Foster a supportive and collaborative atmosphere that encourages professional growth.
4. Implementing Effective Leadership: Use leadership to inspire and mobilize teachers, focusing on enhancing their professional competencies.

In conclusion, the success of education at SD IT Roudhotul Ilmi Ansor relies significantly on the strategies employed by the school principal to enhance teacher professionalism. Through careful assessment, continuous guidance, opportunities for growth, and recognition of achievements, the principal plays a pivotal role in fostering a professional and high-quality teaching environment.

The Performance of the School Principal in Supporting the Development of Teacher Professionalism at SD IT Roudhotul Ilmi Ansor

The researcher describes the field research results based on the formulated research questions, namely "the principal's performance in preparing teacher professionalism," and based on research instruments such as interviews, observations, and documentation.

1. Personality Competence

The exemplary character of the principal at SD IT Roudhotul Ilmi Ansor is highly regarded by almost all school members, who agree that it can serve as a model. According to Frigon and Jakson, exemplary behavior contributes to a leader's credibility. Subordinates desire honesty/goodness, competence, credibility, and a shared vision from their leader (Metroyadi & Jariah, 2018). The research concluded that the principal displays friendly, courteous, and religious behavior, always respecting all school members. However, this does not affect the fairness and firmness in decision-making. It can be concluded that the principal exhibits good behavior consistent with the indicators of personality

competence, thus able to mobilize all subordinates to achieve the goals of each planned program.

2. Managerial Competence of the School Principal

To perform their main duties, a school principal is required to have several competencies as stipulated in the National Education Ministerial Regulation No. 13 of 2007 regarding school principal standards, which outlines five competency dimensions: a) personality, b) managerial, c) entrepreneurship, d) supervision, and e) social. Based on the presentation above, the researcher concludes that the principal of SD IT Roudhotul Ilmi Anzor has already developed a well-structured school plan. This is because the planning is made flexible according to the school's situation and conditions, and the descriptions are clearly defined based on the school's vision and mission. In line with T G Owen's opinion, the planning stages emphasize the need for teacher involvement. At SD IT Roudhotul Ilmi Anzor, the planning stages already involve teachers as key players in the educational process. For organization, based on the data presentation above, the organizational pattern implemented by the principal includes clear task distribution, unity of command with the principal as the main commander, balance between authority and responsibility, a simple organizational structure, and motivation provided by the principal to teachers as the frontline education implementers, all of which are programmed in development meetings, placing people according to their abilities. Based on interviews with the principal, it can be concluded that the managerial ability of the principal in managing personnel management is quite good. However, there are some shortcomings, particularly in the planning stage. In the planning stage, the principal has not involved the entire school structure, including teachers. Additionally, in the supervision stage, the principal is less firm in imposing sanctions on school personnel who make mistakes.

3. Entrepreneurial Competence of the School Principal

Based on the research findings presented above, the researcher will analyze the relationship between these results and the literature review.

a) Innovation at SD IT Roudhotul Ilmi Anzor

From the research results and linking them with innovation theory, it is evident that innovation is a key indicator of the entrepreneurial competence of the principal at SD IT Roudhotul Ilmi Anzor. Not all principals can implement beneficial innovations for their schools, especially those that help build the students' mental and spiritual development. The principal has successfully introduced such innovations, demonstrating entrepreneurial competence.

b) Hard Work Attitude of the Principal

The principal of SD IT Roudhotul Ilmi Anzor has proven to be a hardworking individual. The results of the research sufficiently demonstrate this. A competent principal must focus on their work and responsibilities. The principal acts as the driving force for the school, and the success of the school largely depends on their work ethic. Similarly, teachers and staff are motivated to work hard and responsibly when they see their principal demonstrating the same commitment. Hard work is a characteristic of an entrepreneur, and among all the dimensions of competence, the hard work attitude of the principal is the strongest.

c) Motivation for Success

The principal of SD IT Roudhotul Ilmi Anzor has a strong motivation for success in performing their primary duties and functions. A competent principal must have a strong motivation to succeed, which can be seen in their personality and behavior.

This strong motivation is evident in the principal's daily activities, always showing enthusiasm. It is also apparent in how the principal motivates students, teachers, and staff to achieve success. This motivation has resulted in various excellent achievements for the school.

4. Social Competence of the School Principal

Based on the data obtained by the researcher through interviews, observations, and documentation, an analysis is necessary to answer the research question regarding the competencies that the school principal must possess to improve the quality of learning in the school. At SD IT Roudhotul Ilmi Ansor in Barumun District, Padang Lawas Regency, there is excellent cooperation between the principal and subordinates or teachers, between the principal and the school committee, and between the principal and students. In decision-making, the principal always gives subordinates the opportunity to express their opinions, ensuring that decisions are always made collaboratively. According to Bennis and Burt Nanus, leadership competence includes the ability to manage with attention (vision), meaning (communication), trust (emotional glue), and self (commitment, willingness to take risks) (Kompri, 20165). The performance of the principal improves when the principal's behavior is open, non-directive, and non-restrictive. This openness encourages teachers to be friendly, approachable, and committed to teaching (Mulyasa, 2013). The principal's performance in managing school operations is carried out in collaboration with the teaching staff, benefiting the staff, the principal, and the school. The principal must establish continuous two-way communication between performance management (the principal and staff) to achieve the school's goals. Implementing systematic and continuous communication among everyone in the school is crucial (Ilham, 2021).

Strategies of the School Principal in Effectively Preparing Teacher Professionalism at SD IT Roudhotul Ilmi Ansor

As a school principal, preparing effective teacher professionalism at SD IT Roudhotul Ilmi Ansor is a crucial responsibility. Here are strategies that a principal can implement to achieve this goal:

1. Researching and Observing Each Teacher's Knowledge, Attitude, and Character By researching and observing the knowledge, attitude, and character of each teacher, the principal can identify the strengths and weaknesses of teachers. This enables the principal to provide appropriate support and training to enhance teaching quality. Understanding the teachers' attitudes and characters also ensures that each teacher exhibits a professional demeanor in interactions with students, parents, and colleagues. A positive and professional attitude is essential for creating a conducive learning environment.
2. Guiding and Directing Teachers to Continuously Enhance Their Knowledge and Improve Work Quality The principal can organize relevant training and development programs for teachers to continuously improve their knowledge and skills in line with the latest developments in education. Additionally, the principal should ensure the availability of necessary resources for teachers to enhance their knowledge and work quality, such as reference books, technological tools, and other supportive facilities.
3. Providing Opportunities for Each Teacher to Increase Knowledge and Experience in Line with Their Profession By offering opportunities for each teacher to increase their knowledge and experience according to their profession, the principal can create a dynamic learning environment that supports continuous professional growth for all teachers. The principal understands the individual needs and interests of each teacher and provides opportunities that align with each teacher's preferences and career goals.

4. Researching and Observing Each Teacher's Knowledge, Attitude, and Character, By researching and observing the knowledge, attitude, and character of each teacher, the principal can identify the strengths and weaknesses of teachers. This enables the principal to provide appropriate support and training to enhance teaching quality. Understanding the teachers' attitudes and characters also ensures that each teacher exhibits a professional demeanor in interactions with students, parents, and colleagues. A positive and professional attitude is essential for creating a conducive learning environment.
5. Guiding and Directing Teachers to Continuously Enhance Their Knowledge and Improve Work Quality, The principal can organize relevant training and development programs for teachers to continuously improve their knowledge and skills in line with the latest developments in education. Additionally, the principal should ensure the availability of necessary resources for teachers to enhance their knowledge and work quality, such as reference books, technological tools, and other supportive facilities.

(Santosa, 2022) Strategi kepala sekolah dalam meningkatkan profesionalisme guru yaitu dengan cara mengaktifkan kelompok kerja guru (KKG), memotivasi guru, pelatihan, studi banding, rapat evaluasi guru, supervisi kelas, pemberian hukuman dan penghargaan, serta melalui gaya kepemimpinan partisipatif. (Maharani et al., 2023) Strategi kepala sekolah dalam meningkatkan kompetensi guru melalui pemberdayaan guru-guru dengan pengawan dari satuan pendidikan. (Amelia et al., 2022) Untuk meningkatkan profesional guru melalui supervisi yang dilakukan oleh kepala sekolah. (Arwan et al., 2023) peran kepala sekolah untuk meningkatkan profesionalisme yaitu dengan mengawasi guru saat mereka menyelesaikan tugas pembelajaran dan memberikan bimbingan tentang materi pelajaran yang akan diajarkan. (Agustini et al., 2020) Strategi sekolah dengan mengirim guru dan tenaga kependidikan untuk mendapatkan seminar, pelatihan, atau bimbingan teknis dan membantu Kelompok Kerja Guru atau Kelompok Kerja Kepala Sekolah. (Nur Hasanah & Kusmintardjo, 2017) Strategi kepala sekolah dalam meningkatkan profesionalisme guru di daerah tertinggal di SMP Al Hilaal Haya. Mereka adalah a) mengirim guru pada pelatihan dan seminar; b) Memberikan motivasi kepada guru karena motivasi dari kepala sekolah merupakan dorongan bagi guru untuk melakukan peningkatan inovasi pendidikan; dan c) Melakukan supervisi di SMP Al Hilaal Haya minimal setiap satu semester.

Conclusion

The strategies of the school principal in preparing teacher professionalism at SD IT Roudhotul Ilmi Ansor, Barumun District, Padang Lawas Regency, involve researching and observing each teacher's level and capabilities in terms of knowledge, attitude, and character. The principal guides and directs teachers to continually equip themselves, including increasing their knowledge and improving their work quality in accordance with applicable regulations. Opportunities are provided for each teacher to enhance their knowledge and experience according to their profession as teachers. The principal evaluates or assesses teacher performance to ensure teaching quality standards are maintained and consistently improved. Teachers who have effectively fulfilled their duties are rewarded as a form of appreciation to motivate them to continue performing their best.

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