

## Original Article

### Principal's Leadership in Improving Teacher Professionalism and Graduate Quality at State Elementary School 2 Purwokerto Wetan

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#### Abstract:

The purpose of this study is to explore research related to the role of school principals in developing teacher professionalism and the quality of graduates at State Elementary School 2 Purwokerto Wetan. Qualitative research methods with field research include an appropriate approach to studies that involve the process of collecting data directly from the situation or environment in which the event occurred. In qualitative research, data collected from the field are often in the form of in-depth interviews, participatory observations, and analysis of related documents. The analysis is data reduction, data presentation and data conclusion with the validity of data triangulation. The results of the study show that school principals play an important role as managers for the development of teacher professionalism and the quality of graduates, by investing in the development of human resources, including teachers, improving the quality of graduates of State Elementary School 2 Purwokerto Wetan, optimizing the role of school principals as managers can improve the professionalism of teachers at State Elementary School 2 Purwokerto Wetan, and conducting organizational analysis that learning and developing can improve the professionalism of teachers and the quality of graduates at State Elementary School 2 Purwokerto Wetan.

**Keywords:** Principal Leadership, Teacher Professionalism and Graduate Quality.

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## Introduction

Education is an effort that is carried out with full awareness, planned and systematic for the development of students' abilities and as a form of preparation for students' abilities, attitudes, spirituality and body to live their lives. Along with the progress of the times, education is one of the aspects that determines the welfare of a person's life and is a determinant of human resources (HR) ([Assidiq, Maya, and Priyatna 2019](#)). Technology that continues to develop has had a wide influence on human life,

including the world of education. This brings its own challenges, especially in the world of education. One of the main challenges is the increasing competition in the ability of human resources (HR), namely hard *skills* and soft skills. One of the main problems that arise due to technological advances is the increasing need for technological skills, especially during this pandemic.

Talking about the Principal often involves a discussion about management. Management in the school environment is an important aspect and is a must for the Principal or school management team. This is because management is part of the key factors for the success or failure of an institution, where the effectiveness of a leader's leadership greatly determines the direction and performance of the organization. The concept of leadership is often understood through various leadership styles applied. As explained by Professor Imam Suprayogo, "leadership is an effort to influence a person's activities with a goal in certain circumstances. In this effort to refine, a leader uses various tools such as strength, influence, authority, characteristics and traits. The goal of leadership is to seek moral improvement and led achievement ([Suprayogo 2022](#)).

As leaders and managers, school principals have a great responsibility in ensuring the effectiveness of educational institutions. The principal is responsible for every educational activity and program at the school. Therefore, the Principal must have various abilities as leaders and managers to be able to improve school performance effectively, efficiently, productively and independently. Therefore, the position of Principal should not be filled by anyone without considering the required abilities ([Khofiyah 2022](#)).

A school is an educational institution designed by the government that aims to be a motivator and a great contributor in the formation of a competent young generation. Therefore, this educational organization is important to be regulated and managed optimally. School governance, regulations, and management in achieving educational goals are determined by the leadership of the Principal. A Principal is a leader who has the ability to manage human resources according to their abilities and is able to formulate effective educational strategies to achieve the school's visions and missions. Leadership in the context of education is very important, with quality leadership can produce competent individuals, thereby helping to improve the overall quality of human resources.

Improving the quality and quality of education can be started by producing innovations in various aspects of education. One of the aspects that requires innovation is leadership. According to Danny Meirawan, leadership can be interpreted as an effort to make the right decisions at this time, convey information, communicate, and mobilize other potentials and resources to have the drive and effort to manage and manage in order to obtain life welfare in the future.

An effective leader is a figure who does not oppose change by using force, but who is able to accelerate change with a strong personality, inspire his subordinate team, and realize the organization's vision. Therefore, in managing change, the role and contribution of a leader is very important and significant. Based on the research that has been conducted, transformative leadership is recognized as one of the best leadership styles for overcoming challenges and restructuring in the context of schools. According to Leithwood and Jantzi, transformative leadership can be a driver of potential development among teachers.

Various aspects of abilities such as leadership, management, communication, and understanding of education are very necessary for school principals to have. By having

strong competence, a school principal can make the right decisions, develop effective strategies, and lead well so that the school becomes qualified. Therefore, it is important for school principals to continue to improve and develop their competencies following the times and educational goals. As stated in Permendiknas No. 13 of 2007, namely on the Standards of School Principals, school principals are required to have 5 competencies, namely: Personality Competence; Managerial Competence; Entrepreneurial Competence; Supervision Competence; Social Competence.

In the current era, the problem of schools is how to manage the quality of educators. The quality of educators has become a very important determining factor for society, and greatly affects the public's perspective on schools. However, improving the quality of schools is not easy. Many factors affect it, and without serious efforts in solving problems, efforts to improve the quality of educators will be difficult to achieve ([Amtu 2021](#)).

The decline in the quality of education in general can be caused by a poor education system and a lack of quality human resources (HR). In fact, there are many educational institutions that are able to improve quality, while others have declined to degradation. Among the causes is the management and the ability of the principal to manage the school under his authority. Improving school quality is measured based on educational goals and objectives at the school level. The success of education quality is highly dependent on the efforts of education leaders in developing the quality of education in accordance with national education goals and as far as the target is to be achieved. The quality of education is an indicator of educational success and the role of leaders as the main leaders is very important in striving to improve the quality of education ([Rohmat 2020](#)).

In an effort to improve the quality of education, schools strive to help improve the quality of their educators. Improving the quality of educators is a must so that educational institutions can produce competent human resources, but this can only be achieved with quality education as well. In order to make quality education, the Head of Madrasah should have skills in planning, managing, regulating, and evaluating every activity in various fields, such as learning programs, funding, students, educators, facilities, and relationships with the community as an effort to improve the quality of education ([Syafuruddin 2021](#)).

If a school principal is unable to manage, influence, or invite his staff members to achieve educational goals, and tends to only carry out routine duties without taking advantage of the opportunities that exist, then the improvement in the quality of education cannot be expected. If a Principal has good potential, then it is likely that he will continue to improve the performance of the educational organization he leads. This will ultimately have a positive impact on improving the quality of education as a whole. Thus, the role of the Principal is vital in leading towards the achievement of educational goals and improving the quality of education.

The policy direction of an institution will be the main determinant of the quality of education in it. The principal as the main figure who will be responsible for each school education program plays an important role in sponsoring in accordance with the National Education Standards (SNP) and creating student competencies as expected. As a transformative leader, the Principal is the main guide in transforming the institution into an agent of change that empowers the potential of human resources in his school. This aims to realize the school's vision that seeks to achieve students' abilities optimally.

From the information provided about the Banyumas Regency Educational

Institution, it is known that State Elementary School 2 Purwokerto Wetan is a vocational educational institution that has received academic and non-academic awards. This achievement is not limited to students alone, but for educators as well. Not only that, the local community also has a high trust in State Elementary School 2 Purwokerto Wetan which shows that this institution is very supported by the community in educating their children.

The results of the interview in the preliminary observation confirmed that the Principal of State Elementary School 2 Purwokerto Wetan had implemented innovation in his leadership. As seen in the increase in the number of students from year to year, which is caused by the Principal's ability to attract interest not only from the surrounding circles, but also from the wider community to entrust their children's education at State Elementary School 2 Purwokerto Wetan ("Wawancara Pada Observasi Pendahuluan Dengan Suryani, S.Pd.SD. Pada Tanggal 10 Januari 2026," n.d.). The Principal has also designed a strategy to attract outstanding students to the vocational school, so that they can become superior seeds in the development of school achievements.

Mrs. Suryani also collaborates with the community in leading the school by establishing good relationships, so as to create a strong charisma among his staff members and in the surrounding environment. Through his leadership, Mrs. Suryani has succeeded in creating synergy between students and teachers to achieve achievements that show the high quality of education at State Elementary School 2 Purwokerto Wetan. Mrs. Suryani has exercised his authority as a leader through mapping and solving various existing school problems. From this, Mrs. Suryani was able to attract the interest of parents, who then chose State Elementary School 2 Purwokerto Wetan as their school of choice. It did not stop there, Mrs. Suryani also gave full support to every educational program that was carried out, so that it succeeded in achieving the educational goals of State Elementary School 2 Purwokerto Wetan.

Related to the above statement, it makes researchers feel challenged to conduct a study of the facts that occurred at State Elementary School 2 Purwokerto Wetan related to the leadership of the principal. The research proposed by the researcher is related to "the role of school principals as managers in developing teacher professionalism and the quality of graduates at State Elementary School 2 Purwokerto Wetan".

## **Methods**

In qualitative research with field research, it includes an appropriate approach to the study that involves the process of collecting data directly from the situation or environment in which the event occurred. In the context of research on the role of school principals in developing educator competencies in schools, field research allows researchers to directly observe existing practices, interact with stakeholders in schools, and gain an in-depth understanding of the dynamics that affect the implementation of policies and professional development programs ([Arifin 2022](#)).

The selection of State Elementary School 2 Purwokerto Wetan as the location of the study has several strong considerations: 1) Reputation and Popularity: State Elementary School 2 Purwokerto Wetan is considered a good favorite school and is in demand by the community. With a good reputation and high public trust, it is important to understand how the principals at these schools play a role in maintaining and improving the quality standards of education. 2) Rare Research Opportunities: The absence of previous research focusing on the role of school principals to improve the

quality of teachers at State Elementary School 2 Purwokerto Wetan makes this location interesting to research. With this consideration, State Elementary School 2 Purwokerto Wetan is considered as the right and relevant location for this research, so that it can increase insight into the role of school principals to improve the quality of educators in the vocational high school.

In qualitative research, data collected from the field are often in the form of in-depth interviews, participatory observations, and analysis of related documents. The observation method carried out in this study is to facilitate the acquisition of information about the practice and attitude of school principals related to improving the quality of educators at State Elementary School 2 Purwokerto Wetan. By using an unstructured interview approach, researchers can gain rich and in-depth insights into the perceptions, experiences, and thoughts of research subjects related to the role of school principals in improving the quality of educators at State Elementary School 2 Purwokerto Wetan ([Sugiyono 2020a](#)). The documentation method also allows researchers to examine policies, procedures, and other official documents related to school management and professional improvement of teachers at State Elementary School 2 Purwokerto Wetan.

Analysis involves several procedures, including: 1) Data reduction involves summarizing, selecting the core of information, and identifying relevant themes and patterns. In this way, the reduced data describes in detail, facilitates researchers in the next data collection process, and facilitates retracement if necessary ([Sugiyono 2020b](#)). In this study, the reduced data includes the results of initial observations at State Elementary School 2 Purwokerto Wetan, which highlights potentials such as S1 and S2 qualifications from human resources in the school, as well as the ability of graduates to compete and develop at a higher level. 2) The presentation of data aims to compile data systematically and clearly, so that it can reveal the strategies used by the Principal related to improving the quality of education at State Elementary School 2 Purwokerto Wetan. The third stage is drawing conclusions and verifying. 3) The conclusion will be verified by determining consistent, appropriate and valid data. The verification process is carried out by reviewing the data that has been collected until a credible and accountable conclusion is obtained ([Emzir 2022](#)). The data analysis used by the author is a descriptive approach that aims to explain the process of planning, implementing and conducting a review related to the leadership of the Principal to improve the quality of educators at State Elementary School 2 Purwokerto Wetan. By using source triangulation and triangulation methods, researchers can compare the validity of data from various sources and data collection methods ([Moleong 2021](#)).

## **Results**

Related to the author's research objectives related to three main aspects as an effort to facilitate understanding related to research will be explained as follows:

How organizations that learn and develop can improve the professionalism of teachers and the quality of graduates at State Elementary School 2 Purwokerto Wetan

Teacher competence is indeed very important in carrying out educational duties well. These abilities include various aspects, such as mastery of subject matter, effective teaching skills, ability to manage classes, ability to communicate well, and willingness to continue learning and developing themselves.

A competent teacher will be able to provide quality teaching, inspire students, and create a conducive learning environment. They will also be able to adapt teaching

methods to the needs and characteristics of students, as well as respond to changes in the world of education.

In addition, competent teachers also have high moral responsibility and professional ethics. They understand the importance of their role in shaping future generations and are committed to making a positive impact on students' lives.

In the context of education, teacher competence not only includes technical aspects of teaching, but also moral, social, and emotional aspects. This is important to create an inclusive, safe, and supportive learning environment that supports the holistic development of students.

According to the teacher's statement that has been submitted, the competence of teachers at State Elementary School 2 Purwokerto Wetan is considered good, especially in terms of personality and media use as well as suitability with the lesson plan in the teaching process. However, there are still challenges related to the collection of lesson plans that can affect the effectiveness of learning and teacher competence. In addition, the presence of teachers in teaching is also an important factor documented through attendance studies. The results of the interview also showed that the competence of teachers at State Elementary School 2 Purwokerto Wetan was proven to be good in terms of discipline, relationship with school residents, application of media in teaching, various learning methods, and compliance with the lesson plan. Teachers also have an educational background that is appropriate to the field of study they teach. The principal is trying to improve the competence of teachers to become more competent so that they can improve the quality of education in the school.

The program carried out by the principal to improve teacher competence at State Elementary School 2 Purwokerto Wetan involves several initiatives, such as sending teachers to participate in training outside the school and also inside the school itself. In addition, the principal routinely supervises teacher performance, provides motivation, and provides guidance to teachers.

#### 1. Pedagogic Competence

Programs to improve the pedagogic competence of school principals involve or require educators to continue to participate in training outside of school. In addition, educators are required to prepare a Learning Implementation Plan (RPP) before delivering material in class, so that learning for students can be arranged in a planned manner.

#### 2. Professional Competencies

To improve professional competence, State Elementary School 2 Purwokerto Wetan held a professionalism training for teachers, organized by the Ministry of Religious Affairs.

#### 3. Social Competence

In the program to improve social competence, teachers at State Elementary School 2 Purwokerto Wetan are expected not to form closed groups, but to socialize with all education staff.

#### 4. Personality Competencies

In an effort to improve personality competence, teachers at State Elementary School 2 Purwokerto Wetan are required to show their discipline in the way they dress, come early, in the hope of being emulated by students.

The development of the role of the principal as a manager can improve the professionalism of teachers at State Elementary School 2 Purwokerto Wetan

The role of a school principal as a manager involves managing all school resources to achieve goals optimally. It includes the overall management of the school's organization. Based on the results of the question and answer with the school, it can be concluded that the role of the principal as a manager related to teacher professional development includes several things. First, the principal creates a school program that reflects the desired educational goals and targets. Second, they are responsible for drafting a good organizational structure. Furthermore, the principal guides teachers in carrying out their duties, provides direction, and provides encouragement for improving the quality of teaching. Finally, they try to optimize the educational facilities available in schools to help develop teachers' professionalism. Thus, the principal plays an important role as a manager in managing various aspects that play a role in the development of the quality of education in schools.

Planning is the first step taken by the principal to make a plan that will be implemented in the future. The Principal will be responsible for the preparation of the annual work program at the educational institution. At State Elementary School 2 Purwokerto Wetan, program planning is carried out at the end of the school year. The Principal is responsible for compiling the annual work program, especially the work program of the school principal, without involving it with the participation of teachers or other task forces. After the annual work program is prepared, the principal reports it to the foundation.

Based on the results of interviews and documentation at State Elementary School 2 Purwokerto Wetan, the principal's leadership strategy in improving teacher competence can be described as follows:

1. **Development of Training Programs:** The Principal prepares education and training programs (diklat) for teachers. This program includes training organized by the government and internal school programs that are tailored to the needs and latest developments in the field of education.
2. **Giving Role Models:** The Principal sets an example by always showing discipline and exemplary in carrying out his duties. For example, by leaving early before class starts.
3. **Learning Supervision:** The Principal conducts direct supervision of the learning process in the classroom. After that, an evaluation of the teacher's performance is carried out, by providing feedback on the strengths and weaknesses found during the supervision.
4. **Special Training:** The Principal organizes special training for teachers related to their respective fields of study, such as training in preparing lesson plans (Learning Implementation Plans) and the use of learning media.
5. **Professionalism Development:** The Principal is active in fostering the professionalism of teachers by providing direction and guidance on ethics and professional standards that must be upheld.

Based on the results of the observations made by the author through interviews, observations, and documentation, it can be concluded that the Principal is active in improving teacher competence. One of the efforts is to provide coaching and trainings to teachers. In addition, the principal is also actively involved in the Subject Teacher Conference (MGMP) activities, where teachers can discuss and share knowledge to improve each other's competencies.

The Principal conducts general coaching by providing guidance to teachers to be more active, enthusiastic, and disciplined. This effort is part of a strategy to improve teacher competence. Coaching is carried out by providing direction related to science,

teaching strategies, as well as good ethics and politeness, which are in line with character education. Regular meetings are held every week between the principal, deputy curriculum head, and teachers.

In addition, teacher competency development is also carried out through education and training, such as:

1. In-house training (IHT), which is internal training in the school environment or teacher work group.
2. School partnerships with outstanding schools, as well as distance learning with the use of instructors via the internet.
3. Short courses at universities or other educational institutions, which include the preparation of scientific papers, planning, implementation, and evaluation of learning.
4. Internal coaching by the school, led by the principal and experienced teachers.
5. Further education at home and abroad for teachers who have shown achievements.
6. The implementation of this further education aims to produce coaching teachers who are able to help the development of other teaching professions. The Subject Teacher Deliberation Forum (MGMP) has an important role in improving teacher competence. Through this forum, teachers can share their experience and knowledge with colleagues who teach similar subjects.

In addition, teachers are also involved in the creation of teaching programs, such as the Annual Program (PROTA), Semester Program (PROMES), Teaching Unit (SATPEL), and Teaching Plan (RP). This is a concrete step in developing teacher competence and improving the quality of learning.

Supporting factors in the principal's efforts to improve teacher competence include:

1. Teacher's personal character: The principal seeks to instill character education in teachers to form a good sense of family and togetherness.
2. Qualified teacher human resources: Teachers who have high commitment and good quality facilitate the principal's efforts to improve teacher competence.
3. Supportive environment: The existence of a supportive environment, including selected students and a sense of kinship among teachers, can motivate teachers to improve their competence.
4. Adequate facilities and infrastructure: Facilities such as libraries, prayer rooms, and student handbooks can help teachers improve their competence by providing the necessary resources for teaching and learning activities.

The principal's statement is in line with the findings from the results of the researcher's interviews with teachers at State Elementary School 2 Purwokerto Wetan. Teachers at the school revealed that the principal is active in supervising teachers, assigning several teachers to attend training outside of school, providing motivation at every meeting or meeting, and often controlling teachers during learning in the classroom. In addition, the principal also conducts coaching for teachers. However, in addition to supporting factors, there are also several inhibiting factors that need to be considered.

The development of human resources, including teachers, improves the quality of graduates of State Elementary School 2 Purwokerto Wetan.

Supporting factors and obstacles in improving teacher competence at State Elementary School 2 Purwokerto Wetan have a significant impact on the leadership of

the principal. Some of the supporting factors that strengthen these efforts include:

1. The availability of quality and high-commitment teacher human resources (HR).
2. Supportive environment, including support from students and a sense of kinship among the teaching staff.
3. Adequate facilities and infrastructure, such as libraries and supporting learning media.

However, several inhibiting factors are also faced, including:

1. The quality of educators who have not reached the desired target.
2. The problem of teacher welfare has not been fully fulfilled.
3. Inconsistency in performance evaluation and policy making.

To overcome this problem, several solutions that have been carried out at State Elementary School 2 Purwokerto Wetan include: 1) Improving education and training (diklat) for teachers. 2) Improving the welfare of teachers through certain programs. 3) Establish effective communication between the principal and the teaching staff to ensure that the policies taken are well received and synchronized with the school's objectives.

In the results of an interview with the Principal of State Elementary School 2 Purwokerto Wetan, several obstacles faced in improving teacher competence were identified. Some of them are:

1. Limited resources: One of the main obstacles is limited resources, whether it is related to adequate budgets, facilities, or human resources to carry out optimal teacher training and coaching.
2. High work demands: The high workload for teachers, including intensive administrative and teaching tasks, can be an obstacle in giving sufficient attention to competency development.
3. Lack of internal motivation: Some teachers may lack internal motivation to take part in training or improve their competence, which can be an obstacle in efforts to improve the quality of teaching.
4. Policy inconsistencies: Sometimes, policies or regulations implemented nationally or locally may not be aligned with the specific needs or conditions of the school, which can hinder efforts to improve teacher competence.

In addressing these barriers, principals need to take strategic steps, including identifying additional resources, motivating teachers effectively, reducing unnecessary workloads, and working to align policies with the concrete needs of schools. As a solution to this problem, teachers suggest that school principals can give them more free time to attend training or seminars relevant to their respective fields of expertise. In addition, it is hoped that there will be financial support from schools in terms of providing funds or budgets for teacher training activities. In addition, teachers also stated the importance of training facilities or seminars held in schools so that they can minimize time and budget constraints.

In addition, there are also obstacles in terms of inadequate facilities and infrastructure to support learning and competency development. Some teachers also mentioned difficulties in accessing the latest reading materials or learning materials. To overcome these obstacles, the solution proposed by teachers is to increase access to training and professional development. They hope that school principals can be more proactive in finding and providing training that suits the needs of teachers. In addition, the improvement of facilities and infrastructure is also considered important to create a

conducive learning environment for teachers and students. To overcome these obstacles, the principal made efforts to motivate teachers to be active in the Subject Teacher Conference (MGMP). The principal also approaches and provides understanding to teachers about the importance of a professional attitude in teaching. Active presence in MGMP is expected to help teachers to improve their competencies and overcome the obstacles they face.

## **Discussion**

Based on the results of the above research on the leadership ability of the Principal in improving teacher competence at State Elementary School 2 Purwokerto Wetan, it can be concluded that there has been good development. This success is inseparable from the cooperation between staff, teachers, and students. However, there are still several obstacles that need to be overcome so that the improvement of teacher competence can run more optimally.

Investment in the development of human resources, including teachers, to improve the quality of graduates of State Elementary School 2 Purwokerto Wetan.

From the results of some of the interviews above, it can be seen that the competence of teachers at State Elementary School 2 Purwokerto Wetan is quite good. This is evidenced by the discipline of the teachers, the growth of the number of students that continues to increase from year to year, and the use of various media and learning methods in accordance with the lesson plan. In addition, teachers also have an educational background that is suitable for the field of study they teach. The Principal continues to strive to improve the competence of teachers to be more professional in carrying out their duties as educators.

In the teaching and learning process, teacher competence includes several aspects expressed by Syaiful Sagala. Teachers need to have the ability to look at and approach educational problems from the perspective of a global society. They must also be able to work together cooperatively and responsibly according to their roles and duties in society. The ability to think critically and systematically is also important, as well as the desire to continue to improve intellectual abilities in accordance with the ever-changing times ([Sagala 2023](#)).

Exactly! These competencies are very important in achieving quality, effective, and efficient education, as well as to achieve the desired learning goals. Teachers who have these competencies can foster and develop students' abilities professionally in the teaching and learning process. Thus, they can create a learning environment that supports the optimal development of students.

According to Jamil Suprihatiningrum, professional teachers must have four key competencies which include:

1. **Pedagogical Competence:** The ability to design, implement, and evaluate effective and meaningful learning processes for students.
2. **Professional Competence:** The ability to master the field of study and learning materials, and always develop their professional knowledge and skills.
3. **Personality Competencies:** The ability to be a good role model for students, have a positive, ethical, and moral attitude, and be able to interact with various parties in the school environment.

4. Social Competence: Ability to communicate and collaborate with all parties involved in the learning process, including students, parents, and colleagues at school.(Suprihatiningrum 2023b)

Government Regulation of the Republic of Indonesia No. 19 of 2005 concerning National Education Standards states 7 (seven) components of teacher competency standards:

1. Preparation of Learning Plans: The ability of teachers to plan lessons that are effective and in accordance with the needs and characteristics of students.
2. Implementation of Teaching-Learning Interaction: Teachers' ability to present learning materials, facilitate discussions and learning activities, and create a conducive learning environment.
3. Assessment of Student Learning Achievement: The ability of teachers to evaluate student achievement, both formatively and summatively, and provide constructive feedback.

Implementation of Follow-up on the Results of Student Learning Achievement Assessment:

1. The ability of teachers to respond to the results of learning evaluations by developing appropriate remedial or enrichment programs.
2. Professional Development: The ability of teachers to develop themselves professionally through training, seminars, or other development activities.
3. Understanding Educational Insights: Teachers' ability to understand the latest developments in the field of education and relevant policies.
4. Mastery of Academic Study Materials in Accordance with the Subjects Taught: The teacher's ability to master the subject matter taught and apply it appropriately in the learning process.(Suprihatiningrum 2023a)

The role of the principal as a manager can improve the professionalism of teachers at State Elementary School 2 Purwokerto Wetan

School leaders have a very important role in directing and improving the quality of education in the school environment. In the new paradigm of education management, school principals are expected to have a wide range of roles, which can be abbreviated by the acronym EMASLIM: Educator, Manager, Administrator, Supervisor, Leader, Innovator, and Motivator.

Based on the results of the interview, it was revealed that the principal at State Elementary School 2 Purwokerto Wetan strengthened teacher competence through participation in seminars and training and enforcing discipline in both teachers and students. The principal is also active in encouraging teachers by providing input so that they improve professionalism in carrying out their duties.

Based on the results of the interview, the strategy applied by the principal at State Elementary School 2 Purwokerto Wetan is in line with the theory conveyed by Castetter, as quoted by E. Mulyasa, namely:

Teacher competency development can be divided into three types, namely first, assisting teachers in maintaining the quality of teaching programs in the classroom, second, assisting teachers in evaluating and improving factors that affect the student learning process, and third, improving student learning conditions. In the aspect of fostering teachers' ability to maintain the quality of teaching programs in the classroom, school principals need to have a deep understanding of the stages of the teaching process in order to provide effective guidance to teachers ([Imron 2023](#)).

Teaching supervision by the principal is one of the efforts to improve the professionalism of teachers. Through learning activities, academic supervision helps in fostering teacher competencies directly or indirectly. The quality of teacher teaching has a direct impact on the effectiveness of student learning. Therefore, it is important for school principals to carry out adequate follow-up, including coaching and teaching supervision.

In improving teacher competence through discipline coaching, school principals must have the ability to foster discipline, especially self-discipline, in education personnel. This involves helping them develop appropriate patterns of behavior, improve standards of behavior, and use rules as a tool to achieve those goals.

Providing motivation is important in increasing the productivity and work competence of education personnel. Motivation can be given through various ways such as providing rewards, providing educational scholarships, providing assignments or promotions in accordance with the teacher's competence. Encouragement and motivation from the principal can encourage teachers to be more active in improving their competence, both through coaching and with words of encouragement.

Awards are an effective way to appreciate the work of teachers and other staff. This will encourage teachers and staff to continue to work better because they feel that their work is appreciated ([Mulyasa 2020a](#)).

Related to field findings, the principal's strategy in improving teacher competence at State Elementary School 2 Purwokerto Wetan is in accordance with the theory that has been explained earlier. However, supervision from the principal has not been optimal. Although the principal strives to improve the competence of teachers and update previous strategies, the contribution of the head of the foundation is indispensable because the decision must be approved by the head of the foundation. This makes the principal not have a full role in making decisions. The principal's strategy in recruiting educators must also be in accordance with the standards set by the school, such as strata 1 graduates and in accordance with the educational background taught. However, from the data presented, there are still some teachers who have not met these requirements, which can be an obstacle in improving teacher competence.

As managers, school principals need to have an effective strategy to empower education staff through cooperation or collaboration, provide opportunities for them to improve their professionalism, and encourage the involvement of all education staff in various activities that support school programs. First, Empowering education personnel through cooperation or co-operative means that school principals must prioritize collaboration with education staff and related parties in improving their professionalism. As a manager, the principal must be effective in using all of the school's resources to achieve the set vision, mission, and goals. The principal must also have the skills to work through others and be responsible for every decision and action taken. Second, giving education staff the opportunity to improve their professionalism requires school principals to motivate them in a persuasive and passionate way. In this case, the principal needs to show a democratic attitude and provide opportunities to all educational staff to optimize the development of their potential. Third, Encouraging the involvement of all education staff means that the principal must actively motivate all education staff to be involved in every activity in the school ([Mulyasa 2020b](#)).

The role of the principal as a manager is to lead teachers to continuously improve their professionalism. This is done by providing encouragement and motivation to

teachers to carry out their duties well. Principals provide input to teachers through a variety of means, including direct communication and using technology such as WhatsApp. In addition, the principal encourages teachers to continue to improve their performance by implementing an appropriate reward and punishment system. The principal is also active in reviving the Subject Teacher Conference (MGMP) in schools, organising regular coaching and meetings, and sending teachers to training and coaching outside the school to improve their qualifications and skills ([Suprihatiningrum 2021](#)).

Improving teacher professionalism can be done through several ways that have been outlined by Mulyasa:

1. School principals can improve the professionalism of teachers by including them in seminars and trainings organized by relevant agencies, both inside and outside the Ministry of National Education. The purpose of this activity is to improve teachers' performance in mastering learning materials and methodologies.
2. Improving teacher professionalism can be done through PKG (Teacher Work Stabilization) and KKG (Teacher Working Group). Through this forum, teachers are encouraged to share their experiences on learning methodologies and effective teaching materials to be applied in the classroom.
3. School principals can also improve the welfare of teachers. This is important because the welfare of teachers has a direct impact on their performance, which in turn will affect the quality of education. Efforts to improve teachers' welfare can be in the form of providing incentives beyond salaries, rewards, awards, and allowances that can increase their motivation and performance.

The opinions expressed by teachers at vocational schools regarding the professional competence of teachers are in accordance with the principles described earlier. The principal monitors the teacher's ability to master the material to be taught to students, as well as involving them in seminars and trainings organized by both educational institutions and other institutions. This step aims to expand teachers' knowledge in learning methodologies and teaching materials so that they can improve their competence and achieve the goals that have been set. By carrying out the above activities, managers can keep work in accordance with the set plan, identify areas for improvement, and ensure that organizational goals are achieved effectively.

Analyzing organizations that learn and develop can improve the professionalism of teachers and the quality of graduates at State Elementary School 2 Purwokerto Wetan.

From the results of the interview, it can be concluded that school principals have a key role in implementing educational programs in schools. He is responsible for organizing all aspects of the school's organization and working closely with teachers to achieve educational goals. However, in improving teacher competence, there are several obstacles, such as the lack of adequate facilities and infrastructure to support the learning process. To overcome this obstacle, the principal seeks to motivate teachers to be active in the Subject Teacher Conference (MGMP). He used a persuasive communication approach to emphasize the importance of a professional attitude in teaching to teachers, and invited them to be actively involved in MGMP as a means to develop their competencies.

## **Conclusion**

From the results of research and discussion at State Elementary School 2 Purwokerto Wetan, it can be concluded that the principal plays an important role as a manager for the development of teacher professionalism and the quality of graduates.

Among the ways sought by the principal is to directly monitor the performance of teachers, including their ability to master the material taught and readiness in preparing lesson plans such as lesson plans and syllabus. This step is important to know that teachers have the qualifications and readiness to educate students. By paying attention to this aspect, school principals can ensure that the educational programs held in schools meet the provisions and can improve the overall quality of education. The professionalism of a teacher includes material mastery skills, readiness to continue to improve oneself and knowledge in the field of teaching, and good ethics when carrying out duties at school. The principal plays a role in the development of teachers' professionalism through various efforts such as training for educators at State Elementary School 2 Purwokerto Wetan. To ensure the presence of professional teachers, the principal conducts the process of recruiting, assigning, and assigning teachers based on their abilities. As a manager, the principal is also responsible for creating programs, organizing organizational structures, providing guidance, and utilizing educational facilities to improve the ability of teachers when carrying out their duties as teachers. As a manager, the principal plans to improve the professionalism of educators by sending them to participate in training activities. The purpose of this activity is so that the teachers always understand and carry out their duties and responsibilities as educators. By participating in the training, educators will be given the knowledge, skills, and understanding needed to improve the quality of teaching and educational services to students. In addition, training activities can also be a forum to exchange experience and knowledge between educators, so that it can increase collaboration and cooperation between them.

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